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ABSTRACT

This document brings together the individual speeches and group discussions that were part of a forum to stimulate thought and discussion on correspondence education. The nine plenary addresses are provided: "Correspondence Education: From the Back of the Bus to the Driver's Seat" (Kenneth E. Young), "Flaming Issues of the Day" (D. W. Holbrook, "Our 'Real' Challenge" (J. M. D. Holladay), "Matching the Megatrends" (George M. Flattery), "Institutional Commitment to Excellence: The Correspondence Student's Best Friend" (Hester L. Turner), "The Military Correspondence Schools Compared to the Home Study Model" (James J. McAlpin), "Some of the World's Greatest Home Study Courses Still Are on the Shelf" (David L. Peoples), "Without Inspiration There is No Glory" (Marvin Grunzke), and "How to Learn More in Less Time: High Tech in Self-Instruction" (Louis E. Frenzel). The two panel discussions are a "Martin Agronski" type entitled "A Lively Exchange of Views on the Image of Correspondence Education" and a student panel discussing "What Correspondence Education Has Meant to Me." Concurrent sessions focus on "TEL TEST: Immediate Feedback on Correspondence Examinations" (Leonard Valore), "Humanizing Student Services" (Paul D. Wieland), "The Role of the Public School in Correspondence Education" (Wanda Cooksey), and "Incorporating Active Student Involvement into the Design of a Vocational Education Correspondence Course" (Mary Jane Sullivan). A summary of concurrent sessions (Jay Smink) follows. Other contents include a synthesis of the responses of the small group sessions (Lucille Campbell-Thrane) and a synthesis of proceedings, "Where Has This Forum Gone?" (Larry McCullough). The program and a list of participants and presenters are appended. (YLB)

CORRESPONDENCE EDUCATION MOVES TOWARD THE YEAR 2000

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CORRESPONDENCE EDUCATION MOVES TO THE YEAR 2000: PROCEEDINGS OF THE FIRST NATIONAL INVITATIONAL FORUM ON CORRESPONDENCE EDUCATION

DO NOT TEAR THIS PAGE

Edited by
Lucille Campbell-Thrane

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1984

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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CONTENTS

FOREWORD v

PROLOGUE ix

PLENARY ADDRESSES

CORRESPONDENCE EDUCATION: FROM THE BACK OF THE BUS TO THE DRIVER'S SEAT...Kenneth E. Young . . 1

FLAMING ISSUES OF THE DAY...D. W. Holbrook 7

OUR "REAL" CHALLENGE...J. M. D. Holladay 15

MATCHING THE MEGATRENDS...George M. Flattery . . 25

INSTITUTIONAL COMMITMENT TO EXCELLENCE: "THE CORRESPONDENCE STUDENT'S BEST FRIEND"... Hester L. Turner 33

THE MILITARY CORRESPONDENCE SCHOOLS COMPARED TO THE HOME STUDY MODEL...James J. McAlpin 37

SOME OF THE WORLD'S GREATEST HOME STUDY COURSES STILL ARE ON THE SHELF...David L. Peoples 45

WITHOUT INSPIRATION THERE IS NO GLORY... Marvin Grunzke 49

HOW TO LEARN MORE IN LESS TIME: HIGH TECH IN SELF-INSTRUCTION...Louis E. Frenzel 65

PANEL DISCUSSION

A "MARTIN AGRONSKI" PANEL DISCUSSION: A LIVELY EXCHANGE OF VIEWS ON THE IMAGE OF CORRESPONDENCE EDUCATION...Carol Katzki, Moderator 79

WHAT CORRESPONDENCE EDUCATION HAS MEANT TO ME: PANEL OF CORRESPONDENCE SCHOOL GRADUATES... Michael Mark 113

CONCURRENT SESSIONS

TEL TEST: IMMEDIATE FEEDBACK ON CORRESPONDENCE EXAMINATIONS...Leonard Valore 125

HUMANIZING STUDENT SERVICES...Paul D. Wieland . . 127

THE ROLE OF THE PUBLIC SCHOOL IN CORRESPONDENCE EDUCATION...Wanda Cooksey 133

INCORPORATING ACTIVE STUDENT INVOLVEMENT INTO THE DESIGN OF A VOCATIONAL EDUCATION CORRESPONDENCE COURSE...Mary Jane Sullivan 137

SUMMARY OF CONCURRENT SESSIONS...Jay Smink 147

SMALL GROUP SESSIONS

PRESSING ISSUES IN CORRESPONDENCE EDUCATION... Lucille Campbell-Thrane 151

WHERE HAS THIS FORUM GONE? SYNTHESIS OF PROCEEDINGS...Larry McCullough 163

APPENDIX A. Program: Correspondence Education Moves Into the Year 2000 171

APPENDIX B. List of Participants and Presenters . 179

FOREWORD

Many may wonder why an organization such as the National Center for Research in Vocational Education has an interest in correspondence distance learning and independent study. Our central mission grows out of the Federal legislation on vocational education. At the present time we draw support from some six Federal departments, State governments, Foreign governments, foundations, private industry, and consortium institutions. We operate a National consortium of postsecondary institutions, which involves nearly 40 of the leading community colleges and technical institutes of America representing 500,000 students. Our staff is composed of over 200 multidisciplinary, full time appointees to the National Center. About a third of our staff are behaviorial scientists from fields of economics, psychology, and sociology. About a third have degrees in education, such as counseling, administration, and curriculum. A third are vocational educators. We view our mission as one of trying to facilitate and capacitate institutions and organizations that are concerned with individual career preparation, planning, and progression. Each commitment involves public and private sectors and all levels of education, and certainly embraces lifelong education, continuing education, and correspondence education. The National Center is approaching its 20th year at The Ohio State University. Work has been completed on $100 million worth of research and development activities.

Our function is assigned by the Congress as well as our own sense of what is appropriate; it involves research and development. We have some 1,000 publications that we have completed over the years.

We are responsible for trying to increase the evaluation and self-renewal capacity of vocational education in the generic sense. We provide information for National planning and policy. We are also concerned that the results of research and development are installed and utilized, and through technical assistance, information systems, and training, we try to ensure this. Since 1966 we have operated the Educational Resources Information Clearinghouse for Adult, Career, and Vocational Education. We have a strong leadership, development, and training program. Last year our National Academy conducted over 108 National workshops and seminars held in 32 different States, serving over 5,000 people who represent the leadership structure in both public and private vocational education from all of the States.

The National Center has a postdoctoral Advanced Study Center. Fourteen leaders from Australia have done advanced study here. We have Fulbright scholars from Europe and elsewhere. We

have a graduate student program and some 450 young people have interned at the National Center, completed their degrees in 17 departments and in 5 different colleges and schools at The Ohio State University. Our International Division is working on contracts with a number of developing countries. Last year a host of representatives from 55 foreign countries were here. We have a heavy outreach program. The staff has serviced about 13,000 information requests last year.

Heavy field involvement finds the staff operating 942 field sites in 43 States that involved almost 20,000 State and local leaders in the development, testing, and implementation of improvements in vocational education. When we speak of vocational education, we mean generic vocational education. In essence, one of the central questions that drives our organization is the question of how all the various employment and training systems fit together and how they relate, what their special roles are, and what their common concerns are. We are concerned with proprietary schools, those that affiliate with the National Association of Trade and Technical Schools, with public institutions, high schools, community colleges, technical institutes, professional schools, and with industry-based training. We work with a number of America's large corporations by helping them improve their employer training programs. We are currently working with six international labor unions and contractors' associations to strengthen apprenticeship training, which is still another delivery system. We have had long and continuing association with special institutions, such as Kendall School for the Deaf, improvement of vocational education in the corrections system, community-based organizations, and the military. We have developed and currently operate a system that continually assesses military curriculum with respect to its impact and utility in the public schools and vocational education programs of America. And, we have a growing concern in terms of home-based learning and correspondence education. It's toward this end that we have reached out and tried to identify with those of you in this particular field so that our mutual interest and concerns can grow together.

We are looking at a number of our curriculums, such as our entrepreneurship curriculum, in terms of its application to correspondence education. Our central concern is to try to become capacitated and knowledgeable of all of the various employment and training systems--correspondence education, employer sponsored programs, apprenticeship, public vocational education, and so forth. The staff thinks that one of the central policy questions in America is a question of what agencies best prepares which individuals for what kind of occupations under what conditions, and with what effect at what stage of their lives with appropriate attention to their general

education and role as a citizen. Our concern is to try to better understand all of these systems, to attempt to provide linkage and clearing house services so that we better understand the unique role and specialization as well as common concerns. The National Center was delighted to be the convener for the Correspondence Education forum.

Special recognition for major individual roles is extended to the following: Lucille Campbell Thrane, Associate Director of the Personnel Development/Field Services Division of the National Center for leadership and direction of the forum; Michael Wonacott, Larae Watkins, and Barbara Kline for their coordination of the program; Mike Lambert of the National Home Study Council and Carol Katzki of the National University Continuing Education Association for their interest and support of the activities; Ray Stewart and Janet Kiplinger for their services as editors; and special recognition for the typing and proofing services of Patricia Agner, Debbie Koenig, and Katherine Shumate. We would be remiss if we did not extend our thanks to Dr. E. C. Estabrooke, Associate Dean, The Hadley School for the Blind, who took the photographs used on the cover.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

PROLOGUE

Correspondence education is the growing alternative to conventional learning in the educational system. Over 200 of the Fortune 500 businesses train staff through correspondence education. Nationally recognized colleges and universities are offering external degrees through independent studies. Public school systems such as that in Alaska enroll students from kindergarten through the 14th year in correspondence courses and programs of work. Christian schools of education and schools of home study are growing by leaps and bounds. The U.S. military correspondence schools are proud of their record that encourages thousands of military personnel to complete high school degees, prepare for college, take college credit courses, advance in their military careers, and enrich and add enjoyment to their lives. Traditional educators foresee an even greater expansion as correspondence education emerges as the leading educational alternative for displaced workers, homemakers, and retired individuals who seek to enrich their lives, change careers, and earn degrees of higher education.

In order to keep pace with the anticipated expansion, a strong network is needed to ensure that correspondence educators are in touch with emerging educational needs, teaching technologies, and each other. By sharing, assisting, and collaborating with each other, individual contributions to correspondence education will be enhanced. Together, correspondence educators can further clarify and promote the significant role played by correspondence education, independent study, or distance learning (whatever term one wishes to use) in upgrading and enriching people's lives.

Initial steps in the creation of a network were taken by a planning committee representing the U.S military, the National Home Study Council, the National University Continuing Education Association, the Christian Correspondence Schools, and the Canadian Correspondence Schools. At its first meeting, the planning committee defined the purpose and the character of the network and announced plans for the first Forum on Correspondence Education. Plans called for the forum to be held on June 12-15, 1984 on a neutral site with selected persons being invited from each of the groups. The site selected was the National Center for Research in Vocational Education, The Ohio State University.

Bringing together the people with the experiences and interests promised a golden opportunity to reach the common goal--to improve correspondence education in order to serve a wide variety of people. Through the forum, correspondence educators would have the opportunity to meet that goal.

The planning committee agreed that because of the varied backgrounds and experiences of the participants, the program had to offer opportunities for interactive group discussions and exemplary activities. Plenary sessions each day provided background for small group discussions.

The committee attempted to provide a well-balanced program of speakers who would stimulate thought and discussion on the pressing issues of the day. Nine plenary addresses were presented to stimulate thinking and provoke inquiry. Two panel discussions were held: one as a "Martin Agronski" type entitled "A Lively Exchange of Views on the Image of Correspondence Education" and a student panel discussing "What Correspondence Education Has Meant to Me." Six concurrent sessions repeated twice added variety to the types of presentations. After the first plenary address by Dr. Del Holbrook, 10 issues were used to divide the groups for discussion and resolution. Each group had a leader and a recorder. The recorder reported back to the total group.

The commentary that follows brings together as coherently as possible the individual speeches and group discussions that were a part of the forum. In compiling the information, gaps occurred, but no attempt was made to fill them. Additionally, the opinions or views expressed are those of the individual participants; all comments remain intact. Exclusion of any material would not present the forum in its true light and therefore, this publication contains all recorded speeches and discussions. However, be advised that the views expressed do not necessarily represent the views of the National Center for Research in Vocational Education.

The National Center staff has compiled this information in as formidable way as possible. The participants did indeed represent all five groups. Eighty-four persons took part in the 4-day program. Participants are listed in the Appendix.

CORRESPONDENCE EDUCATION: FROM THE BACK OF THE BUS TO THE DRIVER'S SEAT?

Correspondence education has a long honorable history. Some would trace it back to Moses when he carried the tablets down from Mt. Sinai. Instruction by correspondence is, in fact, as old as written communications. The Didatic Letters of Karl Phillip Moritz suggested the idea of correspondence instruction on an extensive scale to some Germans, who then founded the first modern correspondence schools. The first instance of professional teaching by correspondence probably was the Toussaint-Langenscheidt School in 1856.

In the United States, however, the beginning probably was in 1728 (more than 250 years ago) when one Caleb Phillips advertised his correspondence course, "Shorthand by Mail," in the Boston Gazette.

Other historical highlights would include the following:

- 1873--The first summer school of the Methodist Church met at Lake Chautauqua, New York. This modest beginning soon grew into an elaborate program of learning activities, including a correspondence school of theology. Also, that same year, Anna Eliot Tuckner's society to encourage studies at home was formed in Boston to provide learning opportunities for women who lived far away from centers of education.

- 1883--A short-lived correspondence university was organized in Ithaca, New York, utilizing professors from Harvard, Johns Hopkins, and other leading universities.

- 1888--The University and School Extension Society began in Brooklyn to provide training for teachers, including home study.

- 1890--A newspaper course on mine safety was offered in Scranton, Pennsylvania. (This was the origin of international correspondence schools). Also, the Sprague Correspondence School of Law was organized, to be incorporated a year later.

- 1891--The University of Wisconsin approved the development of university extension correspondence study courses.

- 1892--President William Rainey Harper, who earlier had taught at Chautauqua, established a correspondence division at the University of Chicago.

- o 1897--The American School was brought into being in Boston, moving to Chicago in 1901.

- o 1900--U.S. Commissioner of Education R. P. Rothwell, in his annual report, advocated that education be brought to the masses through correspondence schools.

- o 1915--The National University Extension Association (later to become the National University Continuing Education Association) was created, with its then division of correspondence study.

- o 1926--The National Home Study Council was founded.

One other historical note: In 1925, one of the most successful advertisements of all time appeared--and it was an advertisement for a correspondence course. A young man, John Caples of the advertising firm of Ruthrauff and Ryan, wrote an ad for the U.S. School of Music that began, "They laughed when I sat down at the piano. But when I started to play . . . !" Incidentally, emboldened by his success, Caples later used this same idea to write another ad, this time for a language correspondence course. It read, "They grinned when the waiter spoke to me in French. . . " It was a winner, too.

Charles A. Wedemeyer, in his book, Learning at the Back Door, observed that in the western world, for approximately 80 years (1850-1930), correspondence study was the only formal system of education that enabled learners--wherever they were and whatever their condition--to overcome the formidable barriers of space, time, social place, and economic status in the pursuit of learning.

By 1910, there were more than 200 correspondence schools in the United States. International correspondence schools, the largest, offered instruction in 203 subjects. In the early 1920s, a study by John S. Noffsinger, sponsored by the Carnegie Corporation, found that more than a million students were enrolled in correspondence courses.

Several points should be made about this history:

- o First, the most significant early developments in correspondence education took place in the United States, more so than in other countries. Further, correspondence study developed at an exciting time of

change. During the period between the Civil War and World War I, this country was going through "a rapid and sometimes turbulent transition from the conditions of an agrarian society to those of modern urban life." As F. L. Allen observed in The Big Change, this was a transition that, according to R. F. Butts, "Wrought drastic economic and intellectual changes which, in turn, profoundly affected education from its lowest to higher levels."

- Second, as Wedemeyer has noted, correspondence study was the first educational method to emerge which led in the direction of independence and away from continuing dependence in learning. Yet educationists of that time (and, for the most part, even today) tended to overlook what clearly was one of the most important education trends of the time.

- Third, from its origins, correspondence education in this country has been sponsored by proprietary schools, by universities, and by nonprofit organizations (the latter often with religious ties). All three forms of sponsorship developed along somewhat different paths and continue to the present time.

Current Scene

More than 55 million Americans have taken correspondence courses since 1900. With enrollments leveling off or declining elsewhere, home study is one of the few forms of education that is booming. More than 3 million students are now taking courses by mail. The National Home Study Council has 77 member schools with a combined enrollment of more than 3 million. In addition, there are an estimated 250 to 400 unaccredited proprietary schools (most of them quite small). The National University Continuing Education Association has within its membership 72 colleges and universities that offer over 12,000 high school, college, graduate, and noncredit correspondence courses. Courses in the Bible and religion, enrolling hundreds of thousands around the world, are offered by denominational education centers as well as by church-supported colleges and universities.

All has not been well for correspondence education, however. From the start, it has been attacked as somehow not being as effective as face-to-face learning, criticized for serving trivial interests, and condemned for low standards. Everyone is familiar with the jokes about studying brain surgery by mail. Many university professors, unfortunately, think it would be beneath them to become involved in this method of teaching. And,

because they are the least regulated of all correspondence ventures, correspondence courses in religion are of uneven quality and have often been exploited by charlatans and "degree mill" operators.

Despite state licensing, Federal monitoring for eligibility purposes, and voluntary accreditation, this enterprise continues to suffer from a bad reputation--probably because it lends itself more easily to observable abuses (although there are many strange practices in so-called "traditional" education). Also, the general public finds it difficult to separate good from bad programs. In addition, despite innumerable research projects that have demonstrated the value of correspondence education, this form of learning continues to be the subject of calculated indifference on the part of most other educators and many decision makers.

Furthermore, those professionally involved in correspondence education have tended to pursue their own separate interests and have not joined forces in behalf of the advancement of this activity. This forum, I believe, represents the first National effort to bring together representatives from all forms of correspondence education. (And the National Academy for Vocational Education of the National Center for Research in Vocational Education deserves great credit for initiating this meeting). This conference signifies a growing recognition that fundamental changes are occurring in our society--changes comparable to those that were taking place during that period when correspondence education first appeared in this country, changes that may offer correspondence education the opportunity to move from second class seats, to first class seats--and maybe even into the driver's seat.

Looking to the Future

Growing evidence suggests that American society once again is in the early stages of a watershed period. Daniel Bell in The Coming of the Post-Industrial Society, Alvin Toffler in The Third Wave, John Naisbitt in Megatrends, and Daniel Yankelovich in New Rules have described the major elements of this societal shift. As Herman Niebuhr, Jr., points out in a soon-to-be-published book, Revitalizing American Learning, these fundamental changes pose both threats and opportunities for formal education.

Let me suggest some of the opportunities for correspondence education:

- First, the new technologies (cable television, satellites, and computers) offer fast, efficient, multidimensional, low-cost ways of reaching students.

Print materials, I am convinced, will always be the basic tool for independent learning; but slow and undependable mail service surely is on its way out.

- Second, "human capital" is the popular buzz-term today. Policymakers at all levels are recognizing that investment in an effective work force is now more important than investment in plant and equipment, that the most difficult problems in our society require some form of continuing education as a major component of their solution, and that this learning to a great extent must reach out to the individual at his or her workplace or home.

- Third, business and industry, labor unions, trade and professional associations, and government agencies (particularly the military)--all are saying that their greatest need is for inservice education and training materials in the form of software. And they are willing and able to pay for them.

- Fourth, proprietary schools, I believe, will gradually move away from primarily marketing to individual students, focusing more on contracting with the groups previously mentioned and delivering those kinds of applied courses that are inappropriate to colleges and universities.

- Fifth, colleges and ARE universities increasingly are restudying their role in continuing education and are reorganizing to place responsibility for group learning (particularly credit courses) in the various academic units through the institution. If this trend continues and I think it will, it will force the separate continuing education operations into one or more of four roles--intra-institutional coordination (similar to the role played by the graduate dean), new program development, support services to other departments, and independent study or distance learning. The greatest potential for the future lies in the last role.

- Sixth, there are enticing opportunities for effective collaboration in the future--collaboration among higher education institutions, nonprofit associations, and for profit organizations--if they would only approach the possibilities openly and creatively.

- Seventh, new initiatives and tools are appearing to address the problems of quality assurance. The National Home Study Council for some time has had its "Business Standards." The Council on the Continuing Education Unit and NUCEA have produced "Principles of Good Practice in Continuing Education." The American Council on Education and NUCEA have developed the "Self-study Assessment and Planning Guide" for postsecondary education institutions serving the adult learner. The Commission on Colleges of the Southern Association of Colleges and Schools is leading the way among the regional accrediting agencies with the revisions of its "standard nine." And the State higher executive officers and the Council on Postsecondary Accreditation are moving into the final phases of their project dealing with State licensing and accreditation of distance learning by telecommunications.

As Thomas Kuhn has explained in The Structure of Scientific Revolutions, the shift from one paradigm to another is never an easy process. Old ideas and behavior never give way easily to new models. Niebuhor has challenged us to "leave the security of our rules and rituals and become open to the vast opportunity of the new realities and the changing learning needs of the American people."

I hope that the participants in this conference will take up that challenge and use this meeting as a forum to address these issues. I hope that this occasion will produce an agenda for the future and a plan of action--a plan that will provide an opportunity for all correspondence educators to work together for a common cause.

Kenneth E. Young is known to university continuing educators as a "pro" in understanding the needs and goals of adults. His experiences throughout his career have been related to higher education. At the time of this forum, Dr. Young was Executive Director of the National Continuing Education Association (NUCEA). On July 1 1984, he left NUCEA to take on two jobs; one as consultant and senior associate at the Diane U. Eisenberg Associates, and the other as Director of the Institute of Learning in Retirement at the American University.

FLAMING ISSUES OF THE DAY

It happened in Poland, just a few weeks ago. We were conducting management seminars and it was in the music hall in the heart of Cracow. The introduction to the speech seemed to be taking a long time and suddenly the audience erupted in applause, and I leaned over and said, "Why are they applauding?" And in somewhat fractured English, my host said, "Because you are a correspondence educator." And I said, "Right, but why the applause?" The answer came back, and I'll never forget it. "Because they are thinking that, that is the greatest." Suddenly, I felt very, very guilty. Guilty for all the Polish jokes that I ever told. Now I know better. Polish people are very smart people. And all our Polish jokes are all dead wrong. As a lady said to me in Warsaw, "You in America all wrong. Polish jokes are jokes by Poles about Russians." It occurred to me, shouldn't we also be that smart? Shouldn't we once and for all get rid of our image as second class citizens in the field of correspondence education? Isn't it time to stop being defensive? We don't need to argue. We don't need to impress. We don't need to be awed by the education establishment. Correspondence education/ independent study is here to stay. It's mighty good. We have nothing to hide. Let's you and I deliberately shuck off the self-doubts. Of course, I don't see an awful lot of humility in this crowd anyhow.

Universities began a long time ago. But well-defined elementary-secondary-tertiary levels really were only well defined during the last 100 years. And now in our era, today, a fourth element has joined the first three. Continuing education has come into its own. Continuing education often finds itself at cross purposes with the ladder structure in American education simply because in continuing education, the student is often his or her own dean and advisor. The student picks and chooses. So continuing education does fit the times and the needs of our day. Correspondence education fits the demands of continuing education very well. Our slogan today is: "To earn your living, you have to learn your living the rest of your living days." And that's where you and I come in. There are vague clouds on our horizons, however. Most of us here are so wrapped up through the year in a daily struggle for survival. We are so agenda conscious. We are so tied to the everlasting routines and the tyranny of trivia that we have difficulties seeing the difference in our work life between the urgent and the important. We spend our lifeblood on the urgent because it screams for attention while the important flows quietly below the surface, gently tugging at our conscience once in a while. We're so busy, that only occasionally do we look over our shoulders and we see shadows hovering over us. Let me describe some of those shadows that are darkening the days in correspondence education.

Now, I'm not really paranoid and you don't have to agree with me at all. You have a right to be wrong. But, think about these things.

- Courses are getting too good. Yes, I mean just that. Every one of us is in the business of improving the quality of courses, raising the level of course material. "Quality education," whatever that means, sounds great. Is that bad? Well, no, not really, but we're forgetting something. We're leaving behind us something very important. With a few heartwarming exceptions, we're forgetting the low-level student, the low-level courses. We're ignoring the needs of the less academically excellent student. And we're doing it simply because they're less interesting, less challenging to correspondence educators. Who has a good simple course in bookkeeping? Or who's teaching the simple survival skills that everyone needs? Who's teaching the basics of living with people?

- The stepping-stone syndrome. I've been watching us for 19 years. I've been a member of NUCEA since 1965 and NHSC since 1966. I'm involved in church-related correspondence education, and as far as the military is concerned, well, at least I admire you a lot. And I've noticed that quite a number among us through the years have parked momentarily in the correspondence education division and then scrambled on to greater glory. Peter Principle is working among us. People climb up through a hierarchy until they reach their level of incompetence. And you and I, all of us, know some outstanding educators through the years who under the pressure of the Peter Principle, have moved on and up to their level of incompetence. There's an important subissue right here. A certain boredom in correspondence education. Why is it boring? Correspondence education becomes boring when there is an overemphasis on routine mechanics. And if your life consists of paper shuffling, it's bound to get boring. Is there a remedy? Oh, yes. Every one of us needs to get more involved in research. How do your students learn best? Do you really know? There is nothing at all boring about digging deeply into how learning goes on.

- The marketeers are upon us. So what's wrong with marketing? We need seminars in marketing. We need to compete in the education marketplace and we need to compete with each other and maintain plenty of wholesome respect for each other. I agree. So then, what's so bad about all the emphasis on marketing? I see us

tilting toward a management/corporate model instead of a school model. We need graduates in correspondence education, those within masters of correspondence education (MCE), if you will, and not so many master's of business administration (MBA). The key decision makers among us, the long range thinkers, the leaders must be educators, not business experts. We need to be businesslike, but the bottom line after the dollar line has to be successful graduates. We need educators to do a businesslike job. We do not need an oversupply of business people who happen to be making educational decisions.

- The plastic life of high tech can overwhelm us. We need computers, of course we do. We spent the last 4 years at Home Study International computerizing everything we possibly could. But, I've noticed a curious thing about us. We're people of pendulums. And every new gadget really turns us on. Let's look back a few years ago at programmed instruction and teaching machines. Where are they? I accept the fact that computers are useful tools, but what bothers me is, first, the pressure from within to keep up with the "high-tech Jones" down the pike. Second, the pressure from outside--the overwhelming sales pressure to buy into the high-tech revolution. The key is not how neatly and fast and clever something works, not how sharp the color graphics, but how will most students learn best?

- We live in a world of junk. Instant mixes, instant messes, disposable everything, junk food, junk entertainment, and trashy shallowness penetrates every corner of our lives. This is the age of the great escape and it's a great truth that people are escaping junk-filled lives. Escapism is the pattern of the day and the key to modern living. For a number of years, the slogan around all of us has been "Take it easy, play it cool, run away."

  I saw this posted in an elevator the other day. "Today is the first day of the rest of your dreary life." And those lives are filled full of junk entertainment and we escape easily into shallow facades. I think some of the smartest social psychologists among us are in advertising. You remember a very catchy, unforgettable tune that poured out of our radio and TV sets a few years ago. "I'd like to teach the world to sing in perfect harmony, I'd like to buy the world a coke and keep it company." That was a catchy tune--it sounded

terrific, great! Coca-Cola does it all. Buy the whole world a coke and keep the whole world company. That was beautiful, loveable, chummy. The big problem is that the world is made up of a lot of unloveable people. It's easy to love everybody, but it's tough to love individuals. There's too much risk, too much chance for hurt. So people look for the easy escapes, and before long, they have dropped into something called Coca-Cola junkie. Shake out the fizz, the gas, and it all turns blah, bad taste in your mouth. Too much is based on feelings. Pepsi helps you come alive. Coke is the real thing. People are searching for instant relief, the easy escapes, the shallow relationships. We, too, are creatures of our culture. We, too, are victimized in our personal and our professional lives. The happy truth is that the pendulum is beginning to swing back and the literature is full of the need for a powerful commitment to something bigger than the individual. My plea this morning is that you and I become powerfully committed to the profession of our lives. Education at a distance, education that works, that fits, that's effective.

- There are too many walls between us, and we've built them up ourselves or inherited them from the patriarchs of the correspondence movement. There are five clearly identifiable groups here this morning. The tragedy is that this is the first time that we all got together. We need some kind of an ecumenical spirit among correspondence educators. Do we really have something to say to each other? Yes, we do. Whether we offer anthropology or graduate courses in mysticism, piano tuning, the study of Job, locksmithing, computer literacy, or kindergarten, the heart of our work is the same. The motivational techniques and good learning techniques are the same. But bias, prejudice, and fear and a vague uneasiness have kept us apart. Let's get down under the surface a little bit. Why has there been that bias? Why do we feel comfortable with a conviction that I don't need you? I don't want to risk knowing of your successes. Is it possible that there's a basic uneasy feeling of insecurity? If I get too close to you, I won't be accepted by my more immediate peers? I believe this is true in all directions. Don't any of us point our fingers at anybody else. I would like to propose, this morning, that we move into a bright new era of wholesome respect and understanding. But, let's be practical. I seriously propose an annual 2-day

meeting of the leadership of all four groups. Not a high-cost affair. Let's keep it simple and inexpensive: six to a dozen key leaders from the independent study division of NUCEA, from the National Home Study Council, from the Bible Correspondence Schools, from the military and the Canadian Correspondence Schools. Let's get together to share experiences and hopes. To point out, iron out problems and to bring into sharp focus, to coordinate research projects among us all. Why not? It could well be the best thing that has happened in decades. It could be the best thing since mine safety became an issue in Scranton and correspondence education was born.

- There are a lot of problem solvers out there. A lot of people concerned about improving the talented and training the untalented. University departments are looking for new student populations and all sorts of people are discovering independent study in correspondence education. Some of them are trying to reinvent the wheel. How do we bring them into the fold?

- How do we encourage stable quality organizations with the need to educate to get into correspondence education?

- How do we pick and choose and wisely use the high-tech revolution? How do we make certain that we use high tech and that high tech doesn't use us?

- Do we let the beauty contests in correspondence education continue to herd us all toward similar courses? Or can we somehow spread out and cover all the study areas that can be effectively taught by independent study?

- When are we going to get really serious about research and genuinely become productive? Is it time for a research foundation to be established that we all can support and benefit from?

- How do we smash down the walls of prejudice that are still left against correspondence education?

- How do we go about the serious business of building a sense of pride and wholesome self-respect among us as correspondence educators?

- How do we become miracle workers producing cost-effective courses that do precisely the job that they need to do?

- How do we use our long decades of experience and wisdom to match up to the urgent pressing needs of the huge corporate world that doesn't have much time to wait?

- How do we rid ourselves once and for all of the "shyster" image and the "shysters" as well? Remember, "shysterism" is potentially there among all of us. It's just not the proprietaries that have had to struggle and have fought the diploma mills within the accrediting commission. Shysterism is present, too, in courses that don't measure, in courses that don't produce what they promise. And if those questions don't keep us rolling for 2 days, I'd like to pose a whole new topic, the theology and politics of correspondence education.

But, let's pull back to today, right now and the 50 hours that lie ahead of us. Let's take a look together at some intriguing questions.

I may never have another chance like this. I may never again be able to pay honest tribute to six people who have been very good for correspondence education and who have been an important influence in my life.

- Gail Childs--A powering figure among us for many, many decades. It was just hours after a telephone call invited me in 1965 to go to Home Study International. I walked into Dr. Child's office and said, "What's this business of correspondence education all about?" He dropped everything and for hours, he oriented and indoctrinated me. I leaned heavily on him for several years afterward. If ever there was a prophet among us, it was Gail Childs.

- Betsy Powell--Many of you here never had the opportunity of knowing that gentle woman of iron from Georgia. But Betsy Powell is really the mother of this invitational conference. It was her idea a long time ago. A dozen of us were sprawled around in her room in a hotel in San Juan. We were discussing correspondence education. Betsy said, "Del, why don't you get us together." She was talking about just this kind of a meeting. I tried. The times weren't right yet. They are today, and all of us are deeply grateful to Lucy Thrane and the National Center for Research in Vocational Education for sparking this meeting.

- Bill Fowler--For twenty years, I've been watching Bill Fowler in action. I don't think anyone here is prepared to argue with me. Bill is the most knowledgeable correspondence educator in the land. I know of no one in this country or abroad who knows more about the intricacies, the good, the bad, the strong, the weak, the details of correspondence education than Bill Fowler.

- Larry Keller--Most of us here this morning know Larry. He has been around a long time and he's hanging right in there. Larry has been a personal inspiration to me. I've discovered a kindred spirit that is not shallow or superficial. You can get right down to the heart of things with Larry. I appreciate him very much.

- Ted Estabrooke--A gifted educator who radiates warmth and friendliness. There is not a mean bone in his body, no selfishness; he is just top quality. We all love and respect Ted. And now a lady you have never heard of.

- Maude Cooks--She has never attended a correspondence education conference and never been a member of any professional association. She has never even been out of her country, but for decades on end, Maude Cooks of South Africa has been an inspiration, a godsend, and a positive miracle in the lives of her literally thousands of students. For me she represents the very best in correspondence education and stands at the head of that huge number of faceless people who have committed their lives to educating through the mails. You and I need to do everything possible to attract hundreds more Maude Cooks to correspondence education.

You and I have sitting in our laps the opportunity of making correspondence education finally fulfill its potential. Let's not blow the greatest opportunity of our lives. Let's decisively move correspondence education into the front ranks. Thank you.

Dr. D. W. Holbrook is President of Home Study International, which enrolls over 7,000 students in courses ranging from kindergarten through college level and adult education. Home Study International serves the correspondence extension division of the Seventh-Day Adventist educational system, the largest Protestant parochial system in the world. Holbrook is a student of Latin American affairs. His main scholarly interests are family life, management training, and how adults learn.

OUR "REAL" CHALLENGE

Perhaps it is safe to say that our entire Nation is becoming more and more dependent upon training and education. This is certainly a safe assumption for the Armed Forces of our country. We live in a high tech society, resulting in increasingly sophisticated weaponry and other complexities to which we must continually adapt. During peacetime, training and education are virtually the centerpiece of military life. In peace or war, importance of the role of training and education for our Armed Forces must never be underestimated. Consequently, the services are all striving for efficient, cost-effective training, and high-quality education. When you add to that the increasingly superior quality of the men and women who are serving in the Armed Forces today, compared to 10 years ago, you see our "real" challenge as educators and leaders--providing the quality and the quantity of education to satisfy the needs.

During the quarter century from the end of WW II until 1972, the American Armed Forces were manned by a mixed force of volunteers and draftees. The career members of the force were volunteers who joined and remained because they wanted to serve. Some of the junior members were also true volunteers; the remainder were either draftees inducted through the Selective Service System, or people who volunteered as a preferred alternative to being drafted.

The last draft call was issued in December 1972, and the statutory authority for conscription expired June 30, 1973. Since the beginning of 1973, entry into military service, and continuation in service beyond current obligated periods, have been entirely voluntary. This new force, founded on completely voluntary membership, became known as the All-Volunteer Force, or AVF.

As I'm sure you know, President Reagan's strong interest in the state of the AVF is a manifestation of the administration's determination to strengthen the Armed Forces so that they will be fully ready to preserve the security of the Nation. Achieving this greater strength requires new, more capable weapons, and plans have been made to develop and procure these weapons. However, no military force, no matter how well armed, is more capable than the individual and collective strength of its military members.[1]

Emphasis on training and education is therefore a must to ensure that capable individuals comprise the AVF. I might say at this point that since the inception of the AVF, critics have charged that the people, particularly enlisted entrants, have not had the competence needed for their jobs. According to this

view, AVF entrants have lacked the required intelligence, education, and self-discipline and they have not represented a fair cross section of American youth. In almost all cases, the critics have taken the position that a return to the draft would cure these perceived deficiencies. Ten years ago our ranks were filled with misfits. In my rifle company alone, after returning from Vietnam to Okinawa, in a 7-month period I had 7 deaths from heroin overdose, 6 Marines who mutilated an Air Force staff sergeant, and 23 in the brig for various offenses. That was out of a company of 140 Marines. Some of the critics' allegations may have had some merit in the past; they have little or no merit today.[1] Today I walk into the barracks and I see personal computers!

Current Department of Defense (DOD) data show military accessions under the AVF concept ranking somewhat above the youth population at large. One important reason for these results is that 22 percent of the youth population is automatically excluded from enlistment because of inability to meet testing and educational standards of the services. The enlisted force as a whole, including the career force, ranks even better than new accessions because the lower scoring and less educated people serving their first enlistments are more likely than others to be screened out of the force before or at the first reenlistment. In addition, many military members improve their educational credentials while in the service. As a result, 90.4 percent of the DOD enlisted force is composed of high school graduates, and nearly all members of the officer corps (96.9 percent) are college graduates.[2] The educational attainment of the active duty force compares favorably with that of the civilian labor force as the following statistics[3] reflect:

LEVEL ATTAINED	CIVILIAN PERCENTAGE	MILITARY PERCENTAGE
College graduate	19	14
High school graduate	41	67
Non high school graduate	22	8

The civilian labor force has a higher proportion of people with "some college,"[3] but military personnel receive considerable technical training while in service. Much of this technical training is comparable to courses offered by civilian junior colleges and technical schools and is often accepted for college credit by these schools. As would be expected, the enlisted component has a much smaller proportion (2%) of college graduates than the officer corps. This disparity also exists in civilian life.

Executives and managers tend to be college graduates, while blue-collar workers usually are not. Similiarly, most officer jobs require a college education but very few, if any, enlisted jobs do. Overall, it is clear that the Nation is represented by a well-educated military force by any reasonable standard of comparison.

Recruit training is the indoctrination training given to enlisted personnel of each service upon their initial entry. Recruit training provides an orderly transition from civilian to military life, motivation to become a dedicated and productive member of the service, and instruction in the basic skills that are required by all members of the military service involved.

The underlying philosophy of recruit training, in each of the services, is that the demands of military service are fundamentally different from those of civilian life. Military service requires a high level of discipline and physical fitness, a homogeneity of outlook, and an ability to live and work as part of a highly structured organization. There are few parallels in civilian society to the demands of the military service. Recruit training in each of the services covers four areas: (1) processing and testing; (2) introduction into service life; (3) instruction in military courtesy, discipline, and hygiene; and (4) fundamental military-related training involving physical fitness, military drill, and self-defense. In addition, each service provides training in military skills that should be possessed by all, or almost all, members of that service. The length of the standard recruit training course in each service is as follows:

- o Army--7.9 weeks
- o Navy--7.7 weeks
- o Marine Corps--10.3 weeks
- o Air Force--6 weeks[4]

Possession of a high school diploma is an important indicator of the probability that a new volunteer will adjust successfully to military life. A high school dropout is twice as likely to leave the military before completing the first 3 years of service, although the majority of service members who are not high school graduates contribute effectively to their military units. However, recruiters strive to enlist a higher proportion of high school graduates to reduce first term attrition. Failure to complete first term enlistments increases the turnover of personnel in operational units and drives up training costs. In fiscal year 1982, 86 percent of those who entered the enlisted

ranks were high school graduates, compared to a 74 percent rate in the general youth population.[5] It is readily apparent that the military service attracted a good share of high school graduate youth in fiscal year 1982. An interesting sidelight: applicants demonstrating successful completion of a high school correspondence home study program, which is accredited by NHSC, are enlisted into the Marine Corps and Air Force as high school graduates.

The relative ability of military members to learn military skills and perform creditably in military units is usually referred to as the "quality" of the personnel. The normal measures of quality for enlisted accessions are the percentage that have graduated from high school and the scores on the Armed Forces Qualification Test (AFQT), which is also a good predictor of success in military training. These two measures of quality are very useful to manpower managers because of their proven reliability and because they can be readily quantified. However, indicators of such attributes as dedication and motivation cannot be readily quantified. The growth in personal ability and dependability as a team player can be developed through good training and leadership.

Scores on the AFQT and other aptitude scores derived from the Armed Services Vocational Aptitude Battery (ASVAB) are used in conjunction with education, medical, and moral standards to determine eligibility for enlistment and assignment to occupations. Enlisted personnel with higher test scores tend to be assigned to more complex jobs, but each occupational group receives people who are capable of progressing to supervisory and leadership positions. In fiscal year 1982, 60 percent of the DOD accessions scored above average on the AFQT compared to 53 percent of the youth population who scored above average. In terms of education, accession of all four services in fiscal year 1982 exceeded the National youth sample in proportion of high school graduates. Furthermore, the educational level of the total active Armed Force, including officers, compares favorably with the level of the civilian labor force.

It is interesting to note that military youths have much higher educational aspirations than civilian youths who are employed.[6] These aspirations are reflected in the very active participation by military personnel in the extensive off-duty educational programs sponsored by each service.

Education generally refers to study either in more advanced subjects, or in military subjects which apply to an entire service, or to the broad mission of National security, as, for example, the curriculum at the National War College. The development of service members through formal training and

education and practical experience follows a generally common pattern. We have said that an individual entering into an initial enlistment is provided recruit training that introduces him or her to military life. Following this indoctrination training, an individual will follow one of three possible avenues:

1. Initial skill training, which prepares the enlistee for an initial duty assignment

2. Direct duty assignment on the basis of a skill already acquired in civilian life

3. Direct assignment to a first duty unit for on-the-job training

Most enlisted personnel receive formal initial skill training to provide them with a basic military skill. For example in the Army, 93 percent receive initial skill training, in the Navy 90 percent, in the Marine Corps, 89 percent, and in the Air Force, 95 percent.

During their initial enlistments, personnel normally receive no further formal training other than on-the-job training in the work environment. Subsequent to reenlistment, an individual may be selected for attendance at a journeyman-level course in a specific occupational area. This training emphasizes the appropriate military applications for the skills being taught. Some enlisted personnel are given the opportunity to attend Noncommissioned Officer Professional Development Training Programs, which prepare them for increased supervisory and leadership responsibilities.

Normally, few enlisted personnel attend regularly programmed specialized courses after midcareer. There are instances, of course, where new equipment or systems are introduced into a service, and senior-level enlisted personnel are formally trained in operation and maintenance techniques. Selected senior enlisted personnel attend schools such as the Army's Sergeant Major Academy, the Navy Senior Enlisted Academy, the Marine Corps Staff Noncommissioned Officer Academy, and the Air Force Senior Noncommissioned Officer Academy. These are, on the NCO level, similiar in purpose to the intermediate and top-level schools in the officer education system.[4]

Enlisted personnel usually work in relatively specialized skill fields, whereas the duties of officers, particularly of those in the career force, call for broader expertise. Each service has developed career patterns to prepare its officers to assume progressively higher command and staff responsibilities.

Normally, officer training and education can be divided into three types as each service maintains a system of professional military education that is progressive in nature. First comes entry-level training intended to prepare the young officer for duties at the lowest operational level--company, squadron, or ship.

After some operational experience the career officer requires further schooling for service at the next level, which is as a unit commander or a headquarters staff officer. In the Army, this entails a return to his branch school for some advanced training. An Air Force officer could be selected to the Squadron Officer School and a Marine Corps officer would normally attend the Amphibious Warfare Course. As the officer progresses (between 6 and 16 years of service) he or she is ready for preparation for assuming higher responsibilities at the command and staff level. Attendance at the intermediate level schools is competitive and not all officers are selected to attend. Each service has such a course and the Armed Forces Staff College, a joint service school, is also conducted at this level.

Subsequent to the intermediate years, little technical training is provided. The final level of professional military education is that of the top-level schools--the war colleges--for which attendance is highly selective. The Army, Navy, and Air Force each have a war college and Marine officers attend each of these schools. In addition there is the National Defense University, consisting of the National War College and the Industrial College of the Armed Forces, and there are selected foreign schools for our officers. Graduates of the top-level schools have the academic foundation required for command and staff positions at the very highest level.

In addition to formal classroom education each of the United States Armed Forces has an institution dedicated to instruction through the correspondence mode. All except the Navy are accredited by NHSC. At the end of fiscal year 1983 the Army Institute for Professional Development had an enrollment of 384,000, 61 percent of which were enlisted personnel. The Naval Education and Training Program Development Center had an estimated enrollment of 100,000, perhaps 68 percent of which were enlisted. The Marine Corps Institute enrollment as of September 30, 1983, was 252.000; of these 212,000, 84 percent were enlisted. The Air Force's Extension Course Institute had an enrollment of 319,000, 72 percent of which were enlisted.

I might also mention that the Coast Guard Institute, also a correspondence institution, while not a part of the Defense Department but of the Department of Transportation, had an enrollment of 50,000, of which 80 percent were enlisted. And these figures are growing rapidly. For instance in the Marine Corps Institute alone our average monthly enrollment this fiscal year has increased by 31,000.

During any part of their terms of service, military personnel are encouraged, as their military assignments may permit, to improve their educational attainments to the benefit of themselves and their services through off-duty and voluntary education programs. This combination of job experience, training, and education is essential to the development of a military force that is capable of carrying out the National security mission.

Membership in a military organization is unique in many ways. One source of this uniqueness is the overriding importance of the mission of the Armed Forces: the protection of the Nation's vital interests, the deterrence of war, and the attainment of the Nation's objectives by use of force if war should come. Fulfilling this mission requires the best efforts of capable, dedicated people; any lesser effort poses a danger, a potentially serious danger to the Nation. Membership in the military service requires yielding, in large measure, the freedom of choice enjoyed by other Americans. The most stressful aspects of military life--overtime work without pay, long tours at sea or in remote areas, field duty in the foulest weather, frequent moves, family separations and disruptions, and the ultimate stress and danger of combat--are all imposed without choice on the part of the service member.

There are civilian jobs that involve risks to life and limb, sacrifice, and work under unpleasant circumstances. None of these jobs, however, entail the surrender of choice to the degree that military service requires. Danger and discomfort are not shared evenly in the military community either, but all members are substantially equal in the loss of freedom from choice.

There are compensating factors that make the sacrifices demanded of military members more acceptable: the opportunity for service to the Nation, the intense satisfaction of being relied on as a member of a group with a highly important mission, the camaraderie, the opportunities for assuming responsibilities and many new challenges.

Without these intangible rewards a military organization would be ineffective. Clearly, however, there must also be tangible benefits to the talented, dedicated people that make our forces effective.

One of these tangible benefits is educational opportunities. It has been estimated that perhaps as high as 40 percent of active duty people used some type of service available through the Military Education Services during the past fiscal year.[7]

Literally, time does not permit me to discuss all of the programs in depth or even try to cover the enormous number of programs sponsored by the other services. There is one I would like to mention however. We at the Marine Corps Institute are pioneering an exciting new program we call SCEP for Supplementary Correspondence Education Program. The objective of this program is to provide to Marines independent learning courses at the college level in various academic fields. These correspondence courses will not only complement resident college courses available at various Marine Corps bases but also will allow those Marines who are continually deployed or unable to take advantage of traditional education access to a college degree. The Marine Corps Institute will conduct a pilot program this summer and full implementation of SCEP could conceivably be as early as the summer of 1985.

Of those eligible to reenlist, we know that about 52 percent of first term service members reenlist. In the career force approximately 82 percent reenlist. What happens to the remaining 48 percent of the first termers who return to civilian life? We don't know exactly what percentage of veterans avail themselves of educational benefits immediately upon discharge or shortly thereafter. However, we do know that during fiscal year 1982 a total of 777,000 veterans were receiving educational benefits, 21,000 of whom were enrolled in correspondence training.[8]

As I'm sure you are aware, there are three major forms of education benefits that exist today for veterans:

- o The Veterans GI Bill or the Vietnam GI Bill--These benefits will expire in 1989.

- o The Veterans Educational Assistance Program or VEAP, as it is called, which replaces the GI Bill--Participation in VEAP is voluntary; the government matches participants' contributions to their personal education accounts on a 2-for-1 basis.

- o VEAP with "kickers"--Kickers are government-funded supplements used to attract quality recruits and channel them into hard-to-fill jobs. They are currently used only by the Army.[1]

It is clear that education services available to the young man or woman serving in our Armed Forces, when viewed in their entirety, are almost overwhelming; yet, because of time, distance, and mission requirements, many young men and women are going hungry for education. It is my strong belief that correspondence study is an indispensable part of this vast array of training and educational services. The military

correspondence educators fill the void when there is a paucity of seats at a formal school; we provide the "homework" that supplements the on-the-job training and, most important, we provide the opportunity, by always being available, so to speak, for service members to increase their educational worth to themselves and their country. We cannot do this in a vacuum, however. With the absolutely superb quality of our young people and their educational credentials upon entry into the service, we must constantly seek new innovations to remove the "stodginess" of military correspondence education. At the Marine Corps Institute, accreditation with the National Home Study Council has led to accreditation with the American Council on Education, and the result of that effort is college-level equivalency credit for our correspondence courses. That is but one example; another is just what we are doing today in this forum--sharing ideas. Dr. Kramer and Dr. Holbrook said earlier it is time to <u>really</u> talk--I say let's talk but let's also do.

I believe that every one of us has a very important role to play in the education process in this country. It really does not matter how people get their education, as long as they can get it, and it is quality. And I have talked today about the "fantastic" quality of our young people. We owe quality education to them--that's our responsibility! The military, for many young people, will provide the first introduction to correspondence education. Count on us to do that; we will depend on you to continue that process, and we will call upon you to help us develop our initiatives to combat what we call the "real" challenge. Thank you very much.

Lieutenant Colonel J. M. D. Holladay, known to many as "Doc" Holladay, represents the finest of America's Armed Forces, The United States Marine Corps. Lieutenant Colonel Holladay was selected as an officer candidate through the Enlisted Commissioning Program and was commissioned a Second Lieutenant in 1967. He served in Vietnam as an infantry platoon commander, company executive officer, and company commander until he was medically evacuated from wounds received in 1968. He has served as aide-de-camp to the Commanding Generals of Force Troops, Pacific, and Marine Corps Recruit Depot, Parris Island. In July 1982 he was assigned to the Marine Barracks, Washington, DC, as Deputy Director of the Marine Corps Institute and the Commanding Officer of the Marine Corps Institute Company. In 1982 he was promoted to Lieutenant Colonel. In addition to infantry assignments he has had numerous assignments in the training and education of Marines from recruit level through the officer level. He also was an Assistant Professor of history at the University of North Carolina, Chapel Hill.

NOTES

Portions of this paper have been excerpted verbatim from these sources.

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5. Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics, Profile of American Youth (Washington, DC: U.S. Department of Defense, March, 1982.

6. Center for Human Resource Research, National Longitudinal Survey of Youth, Labor Force Behavior (Columbus: The Ohio State University, 1979).

7. Telephone interview with Mr. Leifer of Navy Campus Anacostia and representatives from various services, 18 May 1984.

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MATCHING THE MEGATRENDS

The success of your business depends on your understanding of the times. Both political and business leaders have long known this.

An understanding of the times will help you in your business. Even with such an understanding, there will be difficult moments. However, if you persevere, your victories will make your efforts worthwhile.

Although we do not agree with much of what Mao Tse-tung said, he wrote a poem that should inspire us to keep going. I discovered this poem in September 1981 when I was passing through the airport in Canton, China. Engraved on the wall of that airport was the following, which I copied while waiting for my flight:

The Long March

A Lu Shih

The Red army fears not the trials of a
distant march;
To them a thousand mountains, ten thousand
rivers are nothing:
To them the five ridges ripple like little
waves,
And the mountain peaks of Wumeng roll by like
mud balls
Warm are the cloud-topped cliffs washed by
the river of golden sand. Cold are the iron
chains that span the Tatu river.
The myriad snows of Minshan only make them
happier.
And when the army has crossed, each face is
smiling.

October 1935 Mao Tse-tung

Understanding our times will make even our difficult moments easier. A popular book that is helpful in understanding our time is Megatrends by John Naisbitt. Naisbitt is known as a social forecaster, speaker, and as an adviser to many of America's leading corporations. He is an authority on political and technological movements. He is chairman of the Naisbitt Group, a Washington, D.C.-based research and consulting firm.

The Naisbitt Group arrived at the conclusions presented in Megatrends by means of content analysis. They study the newspapers of the Nation, searching for trends. The method was used by intelligence experts in World War II to discover what was going on inside Germany. The Naisbitt Group is applying the method commercially.

In Megatrends, Naisbitt presents 10 major trends he has discovered in our Nation and, to some extent, worldwide. I will briefly discuss four of them with you today. My purpose is not so much to exhaustively treat the trends as to indicate what we as correspondence educators might do in light of the trends. Many of you will agree, though some may not, that these trends do exist.

We may not always want to go along with a trend. To do so might compromise something essential to our purpose or conviction. Many times, however, such matters are not involved. When they are not, we might agree with Naisbitt who states the following:

> Trends, like horses, are easier to ride in the direction they are already going. When you make a decision that is compatible with the overarching trend, the trend helps you along. You may decide to buck the trend, but it is still helpful to know it is there.

First, let us look at the information society. Naisbitt tells us that we are moving from being an industrial society to being an information society. He says, "The information society had its beginnings in 1956 and 1957, 2 years in the decade that embodied American industrial power."

Naisbitt continues:

> In 1956, for the first time in American history, white-collar workers in technical, managerial, and clerical positions outnumbered blue-collar workers. Industrial America was giving way to a new society, where, for the first time in history, most of us worked with information rather than producing goods. The following year--1957--marked the beginning of the globalization of the information revolution: the Russians launched Sputnik, the missing technological catalyst in a growing information society. The real importance of Sputnik is not that it began the space age, but that it introduced the era of global satellite communications.

In support of his thesis Naisbitt points out that the home computer explosion is upon us. He states, "By one estimate, 75 percent of all jobs by 1985 will involve computers in some way--and people who don't know how to use them will be at a disadvantage."

My wife has a master's degree in counseling and psychology. She taught school for many years, but now she sets type on a computer. She really likes it and finds much satisfaction in doing it. She is up-to-date with our information society.

A couple of weeks ago, I was picked up at the airport by an electrician. I asked him about the economy in Detroit. He said quite a few are unemployed. Then he said, "They always will be unless they learn some new technology." Here is evidence of the trend in our technological society. Much of this technological development has to do with the processing and communication of information.

As distance educators, we should be elated over the trend toward the information society. A vital part of education is the communication of information. It is my conviction that we ought to take advantage of all media in our teaching programs.

At the International Correspondence Institute, we have an extensive print curriculum. In fact, we make print the basis of all that we do. The printed courses provide the chassis upon which we build other media aspects of our courses. Even our audio and video materials have some accompanying print components.

However, we are stepping up our audio and video developments. Audio is a necessary element in some of our courses. We teach Hebrew and Greek, for example, by distance education. The tapes are necessary for us to teach pronunciation. Some of our tapes, though, are supplemental. They provide added motivation and enrichment. At popular levels we use audio to reach illiterate people. About half the population of the world is functionally illiterate.

We have growing interest in our video programs. These are programs prepared for nonbroadcast. They can be used by individuals or groups. We have more than a "talking head." Our video programs include highly illustrated concepts.

We are interested, too, in exploring computers. Our courses will be easily adapted to the computer. Although we have not

"programmed" in a narrowly conceived sense, we do have material with well-defined objectives, student practice, and related evaluation. This will facilitate computerization.

At the heart of distance education is good communication. Typically, we communicate with the student by mail--the postal system. Other options are now becoming more viable.

We use an 800 number at our Fort Worth office. Students may call in and talk with our Student Services Office. Since we have regional offices in various parts of the world, we are thinking of linking them with computers. This will help us speed the turn-around time on final examinations. Already we are linked by Telex to many of our offices. We are using this now for interoffice communication. Another possibility is electronic mail. Our two international offices are linked by facsimile. We are considering using this for all our regional offices.

According to Naisbitt:

> The self-help movement is off and running. During the 1970's Americans began to disengage from the institutions that had disillusioned them and to relearn the ability to take action of their own. In a sense, we have come full circle. We are reclaiming America's traditional sense of self-reliance after four decades of trusting in institutional help.

The self-help movement has impacted on education as well as other aspects of life. Nasibitt states: "The 1970's were not the best years for the public school system but rather may have been the system's darkest hour. There was a widespread belief that the quality of education in America was declining mightily."

This opinion still prevails. A few days ago, I was told that the governor of Texas said that for the first time in Texas history, graduates of high school were less well prepared than their parents. Obviously, this calls for action.

Our citizens have opted for several solutions. Naisbitt states the following:

> There have been a variety of self-help responses to the continued disillusionment with the school system. Parent activism has increased and private-school enrollments have increased dramatically. In its most radical form, the new educational self-help movement

> has produced a steady stream of new alternative schools and attempts to move the education process from the schools into the homes, either as a supplement to the regular school curriculum or as an outright threat to the compulsory education laws.

For decades, we as distance educators have seemingly had to prove our effectiveness. Now, the growing disenchantment is driving people to distance education as one of the alternatives. We have an opportunity to fill a growing need.

My own experience has made me happy with the alternative that is ours. I grew up in West Africa. This was at a time when my parents did not think it best to send me to a boarding school. Thus, except for three grades, I went through grade school and high school by correspondence.

Obviously, we missed some of the good things about the usual school. We had no football games to attend. I would have liked to play for the basketball team but had none to play for. Given our situation in West Africa, we did no dating. However, there were compensations, and the method met our need. That, incidentally is the key. We must always focus on need.

What should we do? As fully as we can, we must determine the needs of the marketplace and develop programs and materials to meet the need. In doing this we must emphasize quality.

Several years ago, I did a graduate seminar in philosophy. We each had to do a project, so I selected one that required me to survey 10 university correspondence courses in philosophy. Although I did review a couple of good ones, I was amazed at the poor quality of the rest. No wonder so many university people have a low regard for distance education. For them distance education is a stepchild, sometimes unwanted. For us our materials are at the heart of what we do. We must produce the highest quality materials. When we do, the business will come our way.

We have begun a research and evaluation department just to field test our product. We are planning tests that will take place in many countries. In addition, we are asking each of our development faculty members to teach somewhere in a resident setting at least 1 month each year. This will help them to maintain a personal touch and understanding of the people and cultures we work with.

Surely, we wish the public schools and resident institutions well. We hope that they will keep the quality high.

Nevertheless, we must not let happen to us what happened to many of them. We have a great opportunity. We must seize it and do our job well. This will ensure the continued growth and acceptance of our programs.

The third major trend is the high touch need. Naisbitt says that we are moving from forced technology to "high tech/high touch." To explain what he means, he states the following:

> High tech/high touch is a formula I use to describe the way we have responded to technology. What happens is that whenever new technology is introduced into society, there must be a counterbalancing human response--that is, high touch--or the technology is rejected. The more high tech, the more high touch. The more technology we introduce into society, the more poeple will aggregate, will want to be with other people: movies, rock concerts, shopping. Shopping malls, for example, are now the third most frequented space in our lives, following home and workplace.

The high touch principle touches on our spiritual nature. Naisbitt says, "We must learn to balance the material wonders of technology with the spiritual demands of our human nature." As an example, "During the exact same time period (1980) that articles on education appeared throughout the Nation reporting widespread use of the computer in the schools, a wave of stories appeared about either reviving religion in the schools or about teaching values." This is a high-touch response to the high-tech movement.

At the International Correspondence Institute we have some unique opportunities to work with high touch due to the nature of our organization. We use our courses in three ways: (1) correspondence, (2) extension classes, and (3) with resident schools.

Let me take them in reverse order. By having educational agreements with resident schools, we have an opportunity to use our material in a resident setting. In such settings, of course, the high-touch element is encouraged and controlled. There is lots of contact between students, between students and faculty, between faculty and students and the public, and so on.

We work with extension classes sponsored by resident schools and have our own as well. The extension classes allow us to have periodic contact with students. In between classes they study on

their own. The periodic classes provide for the high-touch element.

Now, what about correspondence? Here, too, we can think creatively about the high-touch element. We sometimes ask a student to contact someone else to discuss a point. We ask the student to teach a class or otherwise be involved in a local church and report on it. We enroll students who are on the job. Much of the high-touch element is provided in their work setting. Also, we put the usual emphasis on fast turnaround and personal attention to the correspondence student. A sense of personal concern and respect can be conveyed by letter, tape response, or telephone.

The world economy is the fourth major trend. Probably most of you here today are working either primarily or exclusively in the United States. In contrast to this, we work primarily overseas, outside the United States. Thus, this next point is of special interest to us. To encourage your interest in the world scene, I include this point.

Naisbitt points out that we are moving from a National economy to a world economy. He states, "The two most important things to remember about world economics are that yesterday is over and that we must now adjust to living in a world of interdependent communities. . . . "

Naisbitt continues, "While the economics of the developed world creep along and enter periodic recessions, several Third World nations have entered phenomenal boom cycles. Over the next decade, we will see a number of new 'Japans.'"

The new global interdependence signals two facts to us. First, we can expect some competition in our education industry to arrive on our shores. Other nations will not stop with importing small cars, computers, and other products. I have no doubt they will enter the education market as well. Second, you can begin to look for markets outside the United States for your company. This will involve market surveys, an analysis of the ability of the people to pay, and other studies. In some cases you will decide to go ahead.

We have directors in 100 countries and students in 140. Some of our material is in 71 languages. We have all the complexities--legal, financial, and otherwise--of many of the multinational corporations.

When involved in multinational work, the issue of culture takes on importance. We need to be conscious both of cultural variations and cultural similarities.

According to Naisbitt, "The globalization of our economies will be accompanied by a renaissance in language and cultural assertiveness." He states, "In short, the Swedes will become more Swedish, the Chinese, more Chinese. And the French, God help us, more French."

In places we do see this growing cultural assertiveness. It is a balancing factor. However, we also see a growing relatedness among peoples. They are people, not only of their own culture, but also of a secondary culture. They themselves are becoming multicultural and multinational in their outlook. It is this latter tendency which will make it easier for us to market beyond our own shores.

Most of us here represent schools. Schools always have and always will exist, but the approaches to learning and teaching will vary. There will be new delivery systems. We are challenged to find new ways to test and certify learning. Fortunately for our industry, the tide of social movement is on our side. We have growing acceptance and capability in distance education.

We are part of a movement that will raise the probability of an educated and well-trained population. Hopefully, this will result in a better living standard for all.

From our perspective as a Christian institution we see a vast opportunity to instill the values and precepts of Christ. We have a growing opportunity to present Christ as the answer to man's deepest spiritual needs. This, too, will result in an improved quality of life for all.

Dr. George M. Flattery is the founder and President of International Correspondence Institute, an international school with students in 140 countries of the world. Dr. Flattery founded ICI in 1967 as an arm of the Assemblies of God, Division of Foreign Missions. The International headquarters for ICI are located in Brussels, Belgium, and Fort Worth, Texas, with national offices in more than 90 countries. ICI courses have been translated into 71 languages. The ICI program offers a wide spectrum of courses including evangelism, Christian education, and a college curriculum. The ICI College had over 9,000 college students enrolled at the end of 1983. Also, around 800 are working toward a B.A. Degree. Dr. Flattery is a graduate of Central Bible College, Springfield, Missouri. He received both a Master's degree in religious education and a doctorate in religious education from Southwestern Baptist Theological Seminary.

INSTITUTIONAL COMMITMENT TO EXCELLENCE:
"The Correspondence Student's Best Friend"

We all seek assurance of standards or guarantees in order to minimize risk of loss before investing time, energy, or money. We want to be as certain as possible that it will be a quality item or experience. In many instances laws have been enacted to protect the consumer. If a salesman guarantees an item and the consumer relies on that statement and an injury results, the consumer has an actionable right against the salesperson. In contrast, if your Uncle Ezra says it's not going to rain tomorrow and you go out in your best suit without an umbrella, you are the loser. Remember, he only predicts; he is not a reliable forecaster; he makes no guarantee.

Trying to determine who is reliable may take extra time and extra effort, but it is for your own benefit--it is your safeguard. You have to have some criteria for making choices or else you're just taking a chance.

In New York as in many other cities, a stranger may approach and offer to sell you a gold watch for very little money, or a gold chain, very cheaply. The watch may not run, and the gold chain will undoubtedly turn green in a short time. If you buy from merchants such as that you take a chance. You have not checked your sources; you have not established reliability. You deal with the street vendor at face value. You have no criteria, no chance to hold them accountable. The buyer must beware!

In looking for a good education, a student should seek a school that carries the "seal of approval," a badge of accreditation. The purpose of school accreditation is similar to the enactment of a lemon law, to reduce the number of frustrations and financial losses, to protect the consumer.

In New York there are medallion cabs that are licensed and there are "gypsy" cabs that are not licensed and are accountable to no one. Sometimes you get a medallion cab that is dirty, or overcharges. If you are subject to an unclean cab, excess charge, or rude service from the licensed cab, you can complain to the taxi commission and the cab driver will be reprimanded, or license suspended. If you receive poor service or are overcharged from a "gypsy" cab, you have no recourse, because the cab was unlicensed--unaccredited, unaccountable.

Just as there are green "gold" chains and unlicensed cabs, there are many schools, colleges, and universities which are unaccredited and which may be inferior.

Accreditation of a school is comparable to the licensing of a doctor, a lawyer, or a cab. The selection process becomes more exacting as the degree of possible injury increases.

The "gypsy" cab will ultimately take you where you want to go but if you register with a "gypsy" school it may do untold damage. The desire to learn, to stretch your mind, to find something new--a job you've always wanted or just another experience--may be frustrated or completely destroyed by inadequate education.

We would hope that every cab driver, school, and teacher would have a commitment to excellence, but since it is impossible for each of us to judge every situation, we have to rely on outside evidence, such as licensure or accreditation.

When I was researching the law on liability of public school teachers, I read every case in the country involving a teacher, and for one brief moment in time I was one of the top authority on that aspect of school law.

It was amazing to learn what was required of a teacher in the "good old days." Contracts said very little about a teacher's qualifications or ability to handle the classroom, but usually stated that the teacher should have knowledge of reading, writing, and numbers or perhaps geography or world history. However, contracts often required the teacher to wear three petticoats, sweep out the schoolroom, build the fire, refrain from appearing in public with a man except for her husband or brother, and never dine in a public restaurant. Scant attention or concern was paid to the quality of the education a student would receive.

As academic requirements for schools and teachers increased and became more standardized, the requirements of good teaching increased. As institutions themselves became committed to higher standards of excellence, the students had more reason to expect a quality education.

At least one suit has been brought by a student against a school for not providing education that the student had reason to anticipate.

One obvious indication of commitment to excellence on the part of a school is the willingness voluntarily to be judged by a committee of one's peers against published criteria. Accreditation gives the public assurance that teachers and administrators are people of integrity and are willing to be so tested. Accreditation is our license, our medallion.

Alvin Toffler, in his book The Third Wave, explained that "all of our conventional assumptions about education must be reexamined. As society becomes more flexible in its scheduling and its rhythms, we have to provide for all types of education, all hours of the day, everyday, in all manner of places--whether it is at home or work, or wherever." In today's marketplace we are governed by customers' choice, foods, many options, and 24-hour service. Education must be equally adaptable. With many changing products we need accreditation to give some semblance that what we claim to do, does in fact happen.

According to the National Home Study Council, accreditation fosters excellence in education through the development of standards for assessing educational effectiveness, encourages improvement through continuous self-evaluation and planning, and assures the educational community, the general public, and other agencies that an institution has both clearly defined its appropriate objectives and appears in fact to be accomplishing them. In addition, accreditation ensures that an institution maintains conditions under which achievement can be reasonably expected. That is the quality that gives students the assurance that it will continue: Our common integrity--that is what we are searching for. It behooves us to work together to establish integrity for the benefit of all. That is the purpose of the accrediting process itself. Accreditation is the public trust, it is a student's best friend. It is their guarantee!

Dr. Hester L. Turner, former National Executive Director of the Camp Fire Girls, Inc., and a past President of the American Forestry Association, has been elected Chairman of the Accrediting Commission of the National Home Study Council. Dr. Turner was Professor of Education at Lewis and Clark College, Portland, Oregon, from 1947 to 1959. In 1959, she became Director of Professional Services for the Oregon Education Association, a position she held until 1961 when she returned to Lewis and Clark College as Dean of Students. In 1966 she was appointed National Executive Director of the Camp Fire Girls, Inc., where she remained until her retirement in 1978. She served as President of the American Forestry Association in 1981-1982 and is currently in practice as an attorney and consultant in New York City.

THE MILITARY CORRESPONDENCE SCHOOLS COMPARED TO THE HOME STUDY MODEL

It is indeed a pleasure to share these few moments with you. First, I would like to extend to you the best wishes of Colonel Reed Smith, the ECI commandant, and his hopes that this conference will be successful in sharing ideas and in establishing a strong network to ensure that each of us may gain significantly from the growth of correspondence education.

When Mike Lambert asked me a couple of weeks ago to make this presentation, he asked that I share with you some of the experiences and progress military schools have made in correspondence education.

I have been involved in this education medium since 1974 and have been associated with the National Home Study Council since 1975 when ECI, the Extension Course Institute, received its accreditation--the first military school to receive this honor. Since that time, I have been involved continuously in correspondence education, and I am presently serving as the vice-commandant of the institute.

Mike, in his request, suggested I provide some examples of how the military correspondence schools operate. In order to do this, I have decided to compare the military schools against what I would consider as a home study "standard model" as characterized in the educational and business standards of the NHSC Accrediting Commission.

In constructing this model, I used personal impressions I developed during visits as a commission evaluator for the Home Study Council, a study of the standards as developed by the NHSC Accreditation Commission, and information gathered at various home study meetings and seminars. What I would like to do is briefly describe the characteristics of the model and then place the various military schools, both singularly and collectively, against the model for a comparison and, I hope, a better understanding of our military organizations.

This model is of my own conceptualization and comes as much of a surprise to Bill Fowler as to anyone else in the audience. This topic arose out of a conference held recently by the various military schools with Dave Peoples, president of the Home Study Council, Bill Fowler, Mike, and I concerning the unique concerns of the military schools and their desire to place an increasing role in the development of correspondence methods through the Home Study Council. The comparison should not be taken as

defensive in nature but as an attempt to comprehend better the motivation behind the various military schools.

No attempt has been made to separate the educational and corporate aspects of the model. Maybe in the future a suggested topic might be for the four major groups represented here to agree on a standard model for developing a more consistent representation of these groups' fundamental policies and beliefs. I was assured that there was a certain amount of academic freedom here, so I will proceed on.

The first characteristic we want to look at is proprietorship. I have been consistently struck by the fact that in the most successful schools there is a strong, independent, and very visible leader. This leader seems to be the cornerstone on which one builds an organization on a foundation of aggressive educational management. In all instances the educational foundation comes from being an authority in the field. This authority, coupled with the latest in instructional media and technical know-how, makes a strong school. The second characteristic, financial responsibility, of course is obvious. I will speak to this more when we look at the military correspondence schools. Marketing and administration are the lifeline of any proprietary school. Successful schools have a strong marketing plan and a high student satisfaction and have developed a modern, computerized student support system. The final characteristic is evaluation. A quality school appears to me to be one where the proprietor and staff actively engage in critical self-evaluation. Additionally, they must possess the desire and will to make necessary changes. Many of the most successful home study schools have senior staff actively engaged in the accreditation process.

With this quick overview in mind, let's take a look at how the military schools fit the model. First, a look at proprietorship. I believe the key here is the independent leadership study of the owner or the controlling stockholder. In the military, however, we find the commandants of the school as team players--more often than not serving in dual capacities. They bring to their school years of effective management and leadership in related educational fields but little experience in correspondence education. As a staff member, working directly for a senior officer, they do not demand the sole attention of an independent school. Additionally, tours are generally 2 to 3 years in length. This lack of independence, when compared to the home study model, appears at first glance to be a drawback. I believe, however, based on the experience with the Air Force, Marines and Army--the schools with the longest accreditation experience--the strong military discipline displayed by

members of the organization more than compensates for this apparent lack of independence. Traditional military values, supported by internal management inspection systems, ensure the continuance of effective leadership. The infusion of fresh leadership styles often compensates for what appears to the outside evaluator as a lack of continuity.

Having withstood the rigors of self-inspection and evaluation by home study peers, the military school leader brings to the home study environment fresh ideas and enthusiasm. Although such a leader does not square with the model of an independent proprietor, he or she does exert his or her independence through quality leadership and discipline.

Educational management is a key component for a healthy school. A well-thought-out instructional plan, together with an understanding of the demands of the marketplace and the goals of potential students, provides the home study school with a guide to its course development. With the military school, however, the educational demands are directly related to its unique military mission and are keyed to the training needs of the individual service. Additionally, the educational systems are designed to support the management systems of the various services. For example, because of the highly technical nature of most of the career fields in the Air Force, the training system is centralized, with large training bases and a complex on-the-job training system. Although unit commanders are responsible for the overall training, much of the training package is provided for them. The Marines and Army, however, place heavy emphasis on the unit commander for individualized training that results in total unit performance. An example here would be the rifle company being trained to perform as a unit. All the systems are supported by correspondence on nonresident training intended to support the individual but the systems design differs greatly between the services.

Since the mid-1970s when the various services began to meet together and share common experiences, great strides have been made in educational management systems. The Marines have totally computerized their student support systems. The Army has consolidated its schools. The Coast Guard school has become an accredited institution and the Air Force has computerized its course production management system. I believe that the strongest characteristic of the correspondence schools of the military is our educational management systems and that we fit squarely in the home study model.

As a proprietary school manages its finances so it manages its lifeblood. Financial responsibility and where the military correspondence schools fit in the various service budget cycles

cause some concern when one compares them to the model school. Most of the military schools share a budget with several organizations under a common funds manager. The ability of the commandant and his staff to justify and support funding various programs under these circumstances is quite different than the independent proprietor. These skills are developed at professional military education schools and are honed over many years of experience.

Additionally, the leaders of these schools are supported by talented and experienced managers. These managers provide advice and assistance in such areas as finance, computer development, personnel and manpower management, and classification. These services, which would be extremely expensive to the average independent proprietor, come as standard management tools to the military commandant.

This system of financial management tends to produce a rather conservative funds outlay and places great importance on long-range planning and strong analysis of needs. In comparison to the independent proprietor who can react quickly to changing technology, the military commandant must proceed at a measured pace. This characteristic of the model I have described has caused some confusion in the past. Expenses related to such things as travel and in support of expenses that appear to lack substance or lack an indication of immediate return to the school are hard to justify. In comparing the two systems, I have concluded that in some ways they are complementary, and by working together under the umbrella of an accrediting commission such as the Home Study Council, we can gain some measure of understanding. The military system of budget control does not fit the model but in some ways I believe it is superior for the job it was intended to do.

Marketing and administration provide to the proprietary school its lifeline. Although it is true that the military correspondence schools have a more or less captive audience, they too must engage in a selling program. Completion of the various programs within the individual services requires aggressive management and, in some cases, outright pressure--such as a plan by the Marines to send an autographed picture of a scowling Marine Corps commandant to individual marines who were failing to complete their courses.

The home study model calls for active interchange between the school and the individual student. Because of the size of the various schools (the Air Force, for example, with its 300,000 students a year and the distance from some of its students all over the world), this individualized support, however, is difficult to maintain. The services schools must depend to a

great extent on local counselors and education service officers. This system provides both a recruitment system and a long-line system of student support.

The larger the school, the more computerized and impersonal it seems. This provides a challenge to the school staff and commandant to develop alternate means of communication. Frequent and direct contact with education service officers and counselors through various media such as electrical message, monthly newsletters, and personal visits provides answers to this challenge. To overcome these challenges, the military schools also use such innovative techniques as electronic mail, the development of laser discs, touch-TV, and satellite service systems. In the not-too-distant future, it is envisioned that the electronic publishing system will be able to provide the latest in educational and training media to individual service members, no matter where they are stationed in the world.

Since the outcome of the individual service member's course completion often impacts on promotion and pay status, the integrity of the schools' administration system must be unquestioned. Again, the various service schools are subject to management efficiency inspections that ensure the schools are operating according to strict military standards.

These complementary examinations provide the standards against which our military schools are measured. The military schools' administration and management are second to none and fit squarely against the home study model.

The research and evaluation efforts of the various military correspondence schools are among the finest in distance education. Frequent contributors to various home study publications, the military schools provide the basis for some of the latest information available concerning teaching methodology and testing techniques. As responsible custodians of your tax dollars, they are constantly seeking ways to accomplish their assigned mission at the least expense to the taxpayer.

Some of the more recent studies published by ECI include a report entitled "A Statistical Model for the Identification of High Failure Rate Courses" (1983), and another entitled "Some Thoughts on Delayed and Immediate Feedback" (1982). This latter study has been a source of much discussion by those of our colleagues in the more traditional educational forum.

Of particular significance to the Air Force was a report prepared by the ECI evaluation and research branch entitled "The Curvilinear Effect of Number of Volumes on Various . . . Course Performance Characteristics" (1982). This study and two

follow-on studies resulted in an Air Force decision to reduce the amount of information provided trainees and still train to performance levels necessary for airmen to carry out their assignments. This decision resulted in considerable savings of tax dollars without hindering Air Force deterrence capability. ECI has conducted several studies on mail times and conditions covering the continental United States and many overseas areas. These studies have become standards for the military postal service agency, with whom ECI works closely to insure our distribution facilities are functioning at peak performance. The military schools are active with the Home Study Council in providing seminars and programs of interest to the home study field. Additionally, they provide examiners who assist the Home Study Accrediting Commission in evaluating members.

These experiences are important to the service schools and provide an excellent medium of exchange for both the proprietary school and the military correspondence school. The military correspondence schools play a significant role in the evaluation characteristic of the home study model. I believe that past performance and plans for the future, to include the Air Force hosting of the educational directors seminar for the NHSC at Maxwell Air Force Base, Alabama, in the fall of 1985, fit squarely with the home study model.

In summary, then, let's look at where we have been. We have looked at a five-step model created to characterize what I believe to be a strong, viable, and progressive home study institution. There are most likely some other characteristics that some among you would like to see in the model, but I believe these five best describe the home study environment. We have compared these against the military organizations that share your common interests and educational discipline. In some instances, we have found that the military schools do not square exactly with the model as described but that they do provide the necessary fundamental organizational structure to accomplish the mission for which they were established.

Lacking an independent and aggressive air of proprietorship, we find the military commandant of the service school, however, to be a seasoned, well-educated, and professional leader. They come to the role with the discipline developed through many years of related training duties. We see that they are supported by a highly trained staff of experts in many fields. They apply professional know-how in support of the finest in educational management and technology. Judged by peers both within the service and others within the home study field, they must continually seek to satisfy mission requirements against available tax dollars. Lacking the flexibility of an independent proprietor, they are sometimes restrained from seeking immediate remedies for solutions to problems.

With a strong sense of commitment to duty, we find that they are keenly aware of the problems of their students, no matter where in the world they are. Using all the resources available to them, the service schools are proud of their contributions to the home study environment.

I hope that this brief exercise will help you understand the motivation and experience behind the military correspondence schools. We are individually proud of our own service schools and seek to be supportive and constructive in our relationship with the other service schools. Thank you again for your time.

Lt. Colonel James J. McAlpin is the Vice-Commandant of the Extension Course Institute (AU) at Gunter AFS AL. He received his bachelor of science degree in accounting from St. Joseph's University in Pennsylvania. He has been assigned previously to such faraway places as Iran, Spain, Alaska. Part of his work has been in Washington, D.C. Jim has had 10 years experience in correspondence education. He serves on committees with NHSC, military correspondence committees. In private life he is active with local school boards and his church.

Some of the World's Greatest Home Study Courses Still Are on the Shelf

The National Home Study Council, now in its 58th year, with 77 member institutions and over 2 1/2 million students, continues the commitment to excellence made many years ago. While certain success has been established in our efforts for acceptance of independent study as a viable educational delivery system, we are cognizant of the need to constantly improve the image, the delivery system, and the curriculum.

Today's advanced technology creates opportunity never before experienced along with problems never before experienced--problems which will be solved at a new level, and by a new breed of technicians and educators. During the first 40 years of its existence, the field of home study evolved from the basement office of "mom and pop" to the corporate offices of IT&T, McGraw-Hill, Bell and Howell, and of course to the command headquarters of our Armed Forces. I think I should say that my next remark was written before this morning's session. We are no longer advertised on matchbook covers. During the past two decades, we have been joined by many of you, the more traditional educators, who recognize independent study as being both complementary and necessary to today's life-style and to today's educational process. There is a proven need and a place for independent study. The council welcomes the participation of the traditional institution in the world of schools without walls. And indeed, ladies and gentlemen, we recognize that much of our acceptance is credited to the fact that you, as respected traditional educators, participate with us, the home study educators, in this unique learning process.

And now, to the subject of my address: why are some of the world's great home study courses still on the shelf? Some, of course, will be written in the future by us, the new breed of technicians and educators, but many others existed and failed. Let's examine some of those failures and the reasons, in my opinion, for their failure.

There was a famous school with courses in art and writing--closed--caused, in my opinion, by overexpansion, false accounting practices, and ego. Another large school in the Midwest with courses in electronics and mechanics--closed--in my opinion, by spending Federal money collected but not yet earned, quick expansion, and simple greed. One of the country's largest truck driving schools closed--in my opinion, due to the lack of knowledge of the school industry by top management. One of the country's oldest correspondence schools with courses in accounting and management--closed--in my opinion, due to absentee management. I could name another half dozen in the same

category. The top six reasons for failure, from my perspective are (1) a lack of management talent and knowledge of the school business, (2) failure to infuse enough capital early on, (3) failure to understand marketing methods, (4) failure to make students' needs the first priority, (5) simple greed, and (6) organizational paralysis.

The school business, like most businesses, must have knowledgable management, priorities must be properly assigned, and emphasize must always be on quality. Now, speaking to you as the founder and president of a private corresponding school, I would like to suggest the following as being part of the management and marketing skills needed for successful school operation, whether private or public, for profit or not for profit.

I should tell you, at this point, that Southeastern Academy operates a combination home study-resident program in travel and tourism. We are accredited through the specialized asociate degree level. We maintain a 31-acre resident campus with dormitory space for just under 400 students. We became 10 years old in August. I haven't checked yet today, but we are a "for-profit" institution. We graduate 3,000 students annually and place over 80 percent of those graduates in the industry for which we train them. We do this without financial aid in loans, grants, or any other form.

First, emphasis must be on quality. Always make the best interest of your students the number one priority.

Second, and this is directed toward the public, not-for-profit institutions need to attract students. Naturally, the development of courses in fields of high interest is one of the best methods of attracting students. However, don't be ashamed to ask prospects to enroll in your programs. Your best assurance of continued existence comes in being self-supporting and profitable as an operating entity. Trustees, whether from a university or from a foundation, approve of this age-old principle; plus, a certain pride of participation comes to the players when this is achieved. Be aggressive. Create a profit.

Third, start your students. Create an incentive or an emotional stimulant that will cause your student to commence studying. Don't assume that just because they enrolled, they will start the program. Be aware of your nonstarts and work toward reducing the percentage.

Fourth, retain students. Recognize that retention is the name of the game. The cheapest student to graduate is the one you already have. Don't be proud. Sell them, and then resell them in each lesson. Don't create lessons of pure content. Give

your students something to buy, other than education, in each lesson. People do not buy education . . . they buy the things that education provides.

Fifth, balance your programs. While always maintaining the integrity of an educational objective, don't overlook what I refer to as the "utilization objective." Always show your students how they will use what they are learning. Put them into the lesson, then put them into the career. Motivate, motivate, and motivate.

Sixth, complete your obligation. Why did your student enroll in your program? Probably for self-improvement through career advancement. If this is the objective of your program, don't complete only one-half of your obligation by providing only the technical knowledge. Complete the other one-half and help your student find that new job. You should deal with your students' utilization of what they learned. Help them at a level commensurate with your course offering. If your graduates should normally utilize a resume as part of their job search, then show them how to prepare a resume. Teach them how to find the job openings. Teach them how to prepare for the interview, how to enter the room, how to sit, how to dress, and how to follow up after the interview. Your finest training is of little value if it does not improve the life-style of your graduates.

Seventh, follow up. Maintain communications with your graduates. Follow them into their jobs and then contact their employers. Are they properly trained for the industry in which they're working? What can you do to improve your curriculum? Would that employer hire additional graduates of your program?

Eighth--the final value--the bottom line is this: Did your graduates obtain from the program what they expected? Ladies and gentlemen, I believe that if you will follow those eight principles, you will have a successful school. I think those are the principles around which all successful schools are created.

As president of the National Home Study Council, it is my pleasure to announce that provisions are now in place for our accrediting commission to place a "stamp of approval" on programs that are coming from institutions in which the entire institution, in the normal sense, would not be appropriate to accredit. We are geared to take a self-study program from organizations such as Mitsubishi Corporation, from Shop Smith, and from RCA, examine the educational objective and content, and stamp it "approved" with the National Home Study Council seal. We are excited about that direction that the accrediting commission is taking, and we urge any institution having that type of program to inquire about the particulars.

Ladies and gentlemen, I've been part of the home study scene for almost 17 years, and I still feel like a pioneer. We still have deserts to cross and mountains to climb and we will make mistakes. We urge you to assist us as we try to harness the new technology available for tomorrow's learning. The combined talents of you, the traditional public institutions, and us, the entrepreneur proprietary sector, make for a unique opportunity--an opportunity to share the best of both worlds. I urge Dr. Taylor, Dr. Thrane, and all of the individuals and organizations connected with this current effort to repeat this conference annually. Arm in arm, shoulder to shoulder, we can create some of the world's great home study courses. I am proud to be part of the home study delivery system, and I'm proud to be here with you today. As Del Holbrook said, "Let's get on with our trip." Thank you.

David L. Peoples is President of the National Home Study Council. In addition, he is Founder and President of Southeastern Academy, Inc., Kissimmee, Florida. Under Mr. Peoples's direction, many related enterprises have been established to meet the needs of Southeastern Academy, including Orlando Travel Services, Academy Advertising, Academy Housing, and several redevelopment projects. He is a member of the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools for the State of Florida, as well as other Florida business and community organizations.

WITHOUT INSPIRATION THERE IS NO GLORY

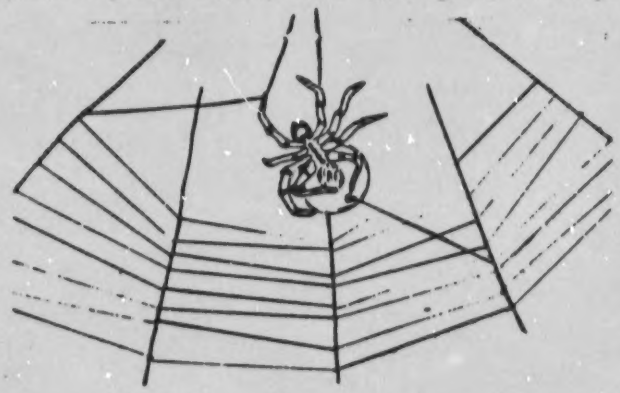
When I was invited to speak, I quickly responded in the affirmative and gave the title "Without Inspiration There Is No Glory."

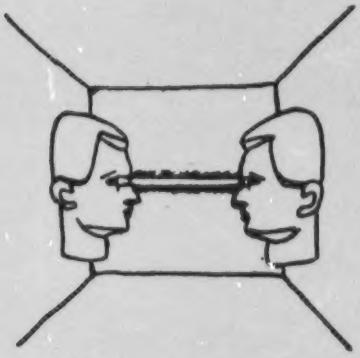
At the time, it seemed like a good idea. It was a flip response, an inspirational one! Then as I began to plan, there were some thoughts but no real inspiration! What is one to do?

When Bill Moyers, the television celebrity, was asked a question about creative thought, he first thought it was a simple question and then he was surprised. Moyers recalled that before marriage he had three theories about raising children and now he has three children and no theories. So it is with creative thought--without data--many theories have been proposed about creativity and inspiration, but now, with mounds of information, there are few theories.

Background Information on Inspiration and Creativity

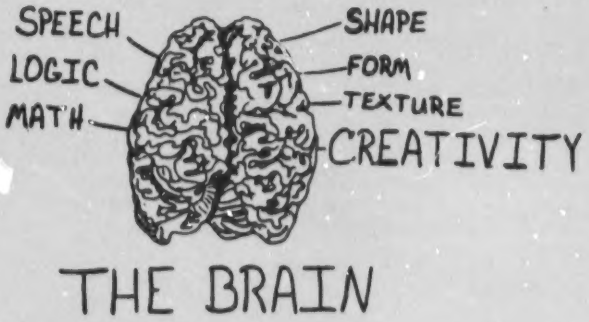
We are all familiar with those flashes of awareness or understanding that occasionally leap out at us. For example, I'm sure many of you can relate to the story by Marjorie Black of a 48-year-old biologist who walked past a cave early one morning and saw a spider spinning her web, the sun glistening on the dew drops, and for an instant the biologist knew that the spider's labors reflected universal order and purposefulness in nature. The biologist had no words adequate enough to describe his exhilaration, and yet, 4 years later, he was still inspired. Or the story of the 37-year-old physicist who went swimming early one morning and felt a sense of being one with the water. This environmental exposure was followed by a feeling of extreme elation. His perception was that the world was fundamentally beautiful and good, and a whole new motivation captivated him and his perspective on life and work.





Now certainly there are examples of big flashes of insight and inspiration everyday if we watch for them. There are feelings of exhilaration at solving a stubborn problem, viewing a beautiful sunset, or sensing a positive mutual communication between two thinking persons.

To explain this, we must look at what happens when our emotions are in harmony with our cognitive processes. Strong feelings activate parts of the right brain hemisphere boosting our minds into a separate reality.



THE BRAIN

Link Inspiration to Creativity

There are many definitions of the inspirational-creativity link. Moyers points out that while some see the link as a real mystery, others say that it can be demystified, nurtured, and even democratized. Some avoid categorizing it and still others simply explain it as a special endowment.

There are also those who will assert that man cannot create. Only God can create; all we can do is discover. We are not agents of change, but merely accomplices. And yet, we can look at the Renaissance in Italy during the period when man suddenly came to delight in creating his own world. During this time the "locked-in" view of a predetermined world was reformulated and a new meaning and excitement emerged. As benefactors of this rich, new thought we can experience something new and different everyday, we must simply look for the opportunity.

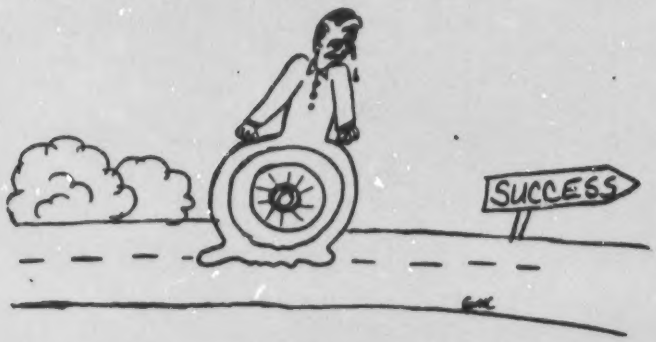
Thus, inspiration might be described as that affective spark, intuitive insight, and creativity that follow cognitive formulations. The resultant inspiration represents a break from the past, and yet must remain indebted to its past. Creative and inspired people then are able to look at something from the past that is the result of convergent thinking, apply divergent thought, and come up with a novel approach. The only condition for creativity is a motivated individual interacting with an environment which transmits certain possibilities. It is a willingness and courage to take the step beyond the known in any situation. The creatively motivated person will be helped by a strong sense of self--coupled with a need to prove one's worth--creating the situation of a seeker after independent identity.

One must look at the goals of a talk on inspiration and creativity. It is necessary to communicate a purpose, to describe, and hopefully, to inspire. One must have a clean target in view and a desire to attain it. Then one must have a practical approach to setting up conditions for an inspired/ creative mental environment.

Thus, creative and inspired people look to something from the past that is a result of convergent thinking. They apply divergent thought and come up with new approaches. "Creative thinking is discontinuous within the context of continuity." As leaders, we must build the need to create and set the proper incentive.

Motivation for Inspiration or Creativity

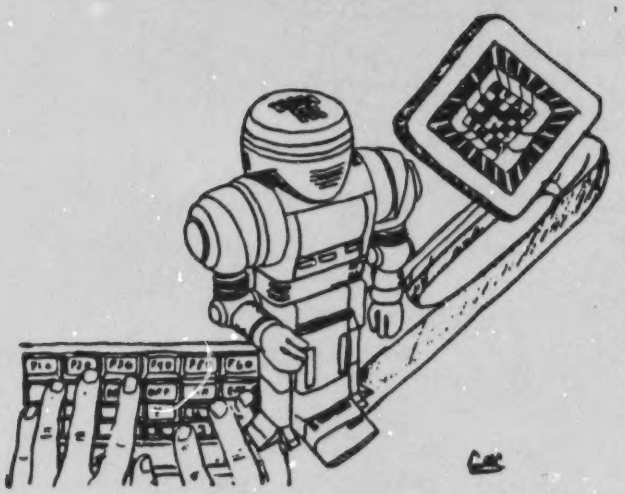
The only condition for creativity is a motivated individual interacting with the environment that transmits certain possibilities. It takes courage to take a step beyond. My wife and I belonged to a bridge club. The hostess for the evening always provided snacks and desserts. My friend and I challenged each other to contrive unique combinations of food. It's fun to concoct the unusual. Go ahead and have fun! Take a slice of pickle, spread with peanut butter, combined with tomato, add ice cream with a hot pepper, or try a cream cheese slice between two oreos. If you want something unique--even for kicks, try sliced cold baked potato with peanut butter topping, or fudge for that matter.



Recognize, however, that to follow the creative route, one must be willing to accept some flat tires. But, the exhilaration of 1 success in 20 is worth the composite of failures.

The creatively motivated person will be helped with a strong sense of self, coupled with a need to prove one's worth, a seeker after independent identity. Some people develop this as youngsters at home. Others develop this identity drive during occupational pursuits.

Some Goals or a Plan

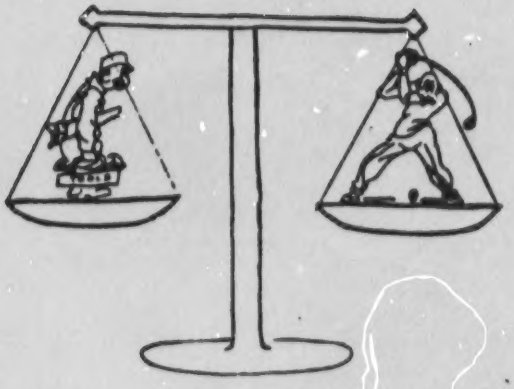


The goal of a talk on inspiration/creativity should communicate a purpose. Hopefully, I should be able to inspire you to heights you have never before reached. Makoto Kikuchi claims that the reason for Japan's fast catch-up in technology is the result of keeping a clear target in view and then nurturing a great desire to attain it.

Conditions for Practical Approaches to Inspiration/Creativity

Attitude

We must be positive, optimistic, and believe that improvement is possible. Hostetler in Unlocking the Creative Dimension says, "It is never too late for anyone to start thinking more creatively."



It is necessary to maintain a healthy view of self and a feeling of worthwhileness. Make time--quiet, think time--and balance your activity time and think time. One day in the Pentagon, I met a secretary walking briskly down the corridor. When asked what she was doing, she replied, "I don't know what I'm doing, but I'm doing it fast." Make the work of inspiration/creativity a fun experience by combining a zest for work with a capacity for play.

It is also necessary to keep a sense of purpose and remain goal directed. George Santayana remarked "A frantic person redoubles efforts when he loses sight of the objective. A truly creative person doesn't lose sight of the objectives and is not a fanatical workaholic." Attempt to be attentive to spontaneity--certainly don't try to force it, but be aware of it. And ask yourself daily, what have I done today that is new and different at work and at home? Is life dull or exciting?

Total Immersion

I have discovered that the total immersion method is best. Remember, Baptists don't give just a sprinkle of water but a real dunking. It is necessary to become completely involved. First, collect a large amount of information,all the while maintaining the belief that somewhere in that pile of data is a silk purse that can be made out of a sow's ear.

You may have heard the old story about the optomistic boy whose father gave him a crate of horse manure for his birthday. The youngster eagerly hurried and scurried around hunting here and there. "What are you doing?" asked the father. The boy responded, "With all that manure, there must be a pony around here somewhere."

When you read, investigate information that is both interesting and challenging. If you know a great deal about your subject and cultivate special skills, immersion and commitment follow. Leonardo DaVinci drew thousands of hands. Darwin studied barnacles for eight years. When one is determined, persevering, when one transforms self into process, then immersion becomes easy. You must be determined and persevering. Remember the proverb "Diligence is the mother of good luck." You must support that diligence by showing a willingness to be a little daring and challenge the world.

Free Thinking Imagery

With these positive attitudes there are actual things you can do to foster creative thought. William Shockley, a writer in electronics and an inventor, has said, "Brand new concepts are born from independent free thinking. Some failures must be expected."

Use imagery as Einstein did at age 16. He imagined himself riding on a light beam and this mental voyage led him to his theory of relativity.

Keep a file and write down ideas as they occur. Many great innovations were lost because they were not recorded as soon as they were conceived. Creative ideas are lost because they are forgotten, not because of obstacles or nongeneration.

Try changing perspectives as well. Try looking at a problem from a different position, or break down an idea into smaller parts and then put the parts back together.

Try using sequential thought rather than parallel thought where you risk evaluating as you are creating. Geese take off first and then get into formation. It is also necessary to tolerate ambiguity. Don't overorganize but rather let your thoughts fly freely.

Organization is the product of the left side of the brain. Creative thought requires the use of both sides of the brain.

Abolish the rules and feel the excitment of doing something in a different way. Enjoy being accused of breaking the rules.

Let your subconscious operate by engaging in activities like rest, play, and sleep.

Alternatives to Present Situation

It is also necessary to create alternatives to the present situation. Don't use conventional approaches to problem solving. Many of you are probably thinking, how can someone dream of something that isn't there, or how can I get beyond my immediate reality? Invention is not racking the brain to come up with new ideas; it's more like falling off a log than trying to saw a log in two. Douglas Hofstadler, in Scientific American, discussed the essence of imagination as the crux of creativity. How can one dream something that is not there? How can people see beyond the immediate reality? The trick is getting the right concept. The Rubik Cube is an example. Think of 2 x 2, 3 x 3, and 3 x 3 x 4, etc. Think of the possibility of a cube, a rectangular box, a barrel, and even a cube that is hollow. It is a matter of being aware of what's happening around you and seeing the various number of possible outcomes--not necessarily the perceived traditional outcome.

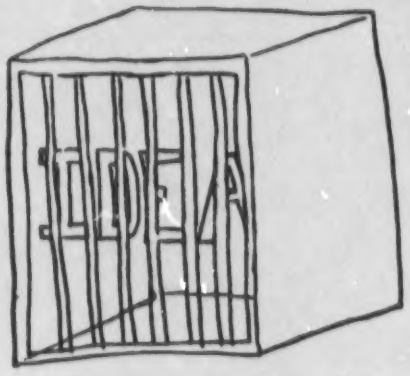
Network Bracketing

It is important to look also at the concept of network bracketing, a method for handling a network of enterprises. Sometimes, it is possible to feel like a juggler when handling the operation of related activities. Put one idea on hold if there is no immediate solution. For example, Darwin had difficulty with his theory of evolution because he had no knowledge of genetics, but by bracketing what he couldn't solve, he set the groundwork of his theory and many years later Mendel's work on genes filled in Darwin's gaps. To be creative, you have to be daring, be willing to challenge the world.

Action, Commitment, Hard Work

As with any tough job you must commit yourself to hard work and action. You must perceive and continually work at it. Try to look for 100 ways, not for the answer. Verbalize, don't just stare off into space, but write, talk, and design--these stimulate creativity.

Gestate, rest, play, let your subconscious operate. Don't trust your memory, but trap ideas when they occur before they escape. During relaxed times, memory operates in free association. After rest, come back fresh--at this point don't look forever, take your best solution and implement it.



Barriers to Creativity and Inspiration

Fear of Failure

These are common barriers to creativity and inspiration and one must also be aware of these. For example, the fear of failure is often a negatively motivating factor. There is the tendency to stay with the tried and true method, regardless of whether it is even working because it is safe and doesn't involve risk. Overcome the intolerance of error. It is important to be willing to pay for mistakes. Many may be cynical of new innovations, but don't languish in self-pity if the board doesn't like one of your ideas--think up more ideas.

Creativity is fragile and has to be nurtured, so be wary of those self-appointed guardians of the present order. They will demand--push the need for justification. They are suspicious of new ideas that could cost money, change priorities, or diminish their responsibility.

Complacency

Another barrier to creativity is complacency. So you don't think you have a creative personality. . . well, creativeness requires effort and self-discipline--you are probably just lazy. We are vulnerable to getting ourselves into ruts and we need to make a conscious effort at breaking out of complacency.

Dr. Hofstadler in Scientific American speaks to the danger of complacency by asking such questions as: does the mosquito know it is going to be swatted? Does each cow in the branding corral become anxious about the iron? While there is some enjoyment from repetition (teens repeating the video games ad infinitum, slot machine players glued to the handle), we are vulnerable to falling into a rut.

Overmanaged, Overworked, Pressured to Produce

Overwork and pressure to produce are also limiters of creativity. Some managers are unable to distinguish between goofing off and the posture of true creative thought and productive labor. By the same token, overmanagement--deadlines, schedules, and responsibility--do not permit much time for creative thought, nor do they allow much room for change. Take the example of the individual who got the best idea at 4:45 p.m., stayed at work until 2:00 a.m., completed the project, and went home feeling relaxed. Next morning she decided to come in 1 hour late. The director happened to chose that morning to drop by and wondered why the individual was late.

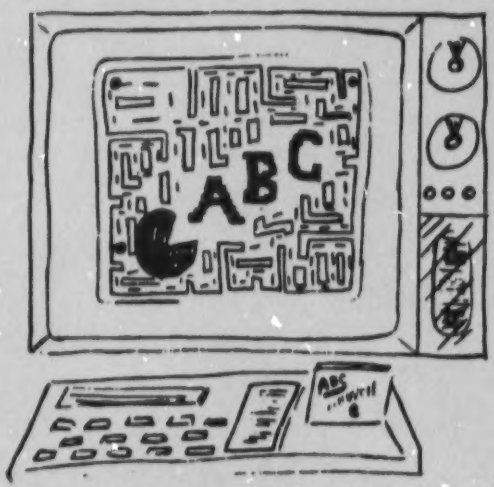
Application in Extension Programs

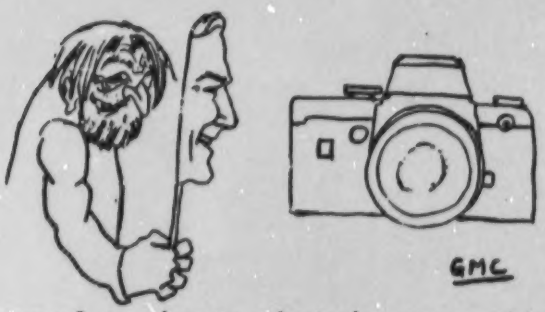
So, what are the implications and applications of inspiration for correspondence and extension programs? American culture today is not in the hands of creative people. It is controlled by lawyers, agents, middlemen, and marketing people who are cynical, looking only at power, status, and wealth. We are permitting a few people to get rich with video games, a motivational tool as evidenced by the amount of money our young people spend, and we are not using this innovation of electronics in educational programs.

The day is coming when the Hollywood establishment will be knocked over because of a revolution in electronic technology. Technology will hit a point where when one knows video methodology and effectively employs it, he will be able to elect a president.

It's no problem to put basic learning needs into a video system, so why aren't we doing it?

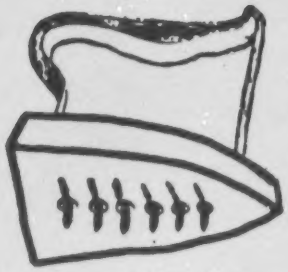
If an individual will sit and play a video game hour after hour to get high scores, why won't that same person learn some valuable concepts that are configured in the same way? We have the knowledge and technology, so what is the difference if we present truth or fantasy if we remain true to the objective of imparting vital and worthy knowledge and skills?



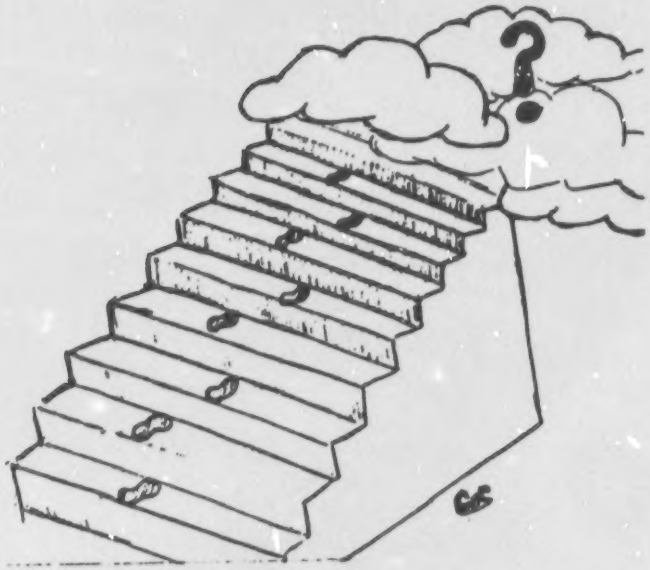


Do people respond to a fantasy self-image? Or reality? People want to be representative of their fantasy. They fear reality because they want an idealized image of themselves. They want to be looking their best, or they may even want to be represented or representative of their fantasy. They are rebuked if the camera doesn't record an image that is more attractive than they really are. My concept of my own beauty or handsomeness may only be a small sample of momentary reality. But, it is important in my decision and action process. Thus, we need to build our education and training approaches in such a way that we attract interest via the self-fantasy and motivate meaningful personal development beyond that foundation.

In photographs, objective reality is only another prop. Much design creatively used has to do with useless products. Paul Schulz, who writes for Saturday Review, says designers are often hired to make useless products desirable--electronic bacon makers, bun warmers--for tasks that can be done very well with equipment already available. Is that what we wish to do? Harvey Prady says, "I do what I do because it's important to me." We need to be true to ourselves and to the consumer.



Conclusion



I would ask you to think of the challenges of new media for instructional approaches as the new frontier for correspondence education. I think you'll find that satellite communication, videotape, and videodisc use is unlimited. Think of delivery systems, response methodologies, keeping of information for consumers, and monitoring performance. It's just dramatic! A step into the unknown, untried is serious business, but, it can be powerfully exhilarating, rewarding, and worthwhile.

What do we want? To make money, get intrinsic feedback, be altruistic, help serve people, or pursue the excitement of creativity in imparting knowledge in new and different ways heretofor unheard of, nor considered? Creative people love their work. Develop in your staff and in yourself a high level of aspiration. Feel excited to be doing great things!

Man is created to be creative, to be inspired and to be excited by inspiration. The raccoons stand on each other's shoulders to open garbage cans. What can man do with over 14 billion brain cells at his whim and call? Far more than he needs, and commonly elects to use. Much of the possible activity is idly left to molt.

GMK

Will we find ourselves tomorrow facing another drab day of the same old thing or will we pick up the challenge to introduce some variety, some individual thought, or a new and better way to achieve a goal, and thereby experience the true personal excitement and glory of having generated some individual inspiration and creativity.

The choice is ours--yours and mine.

Marvin Grunzke earned his Ph.D. from Baylor University, Waco, Texas, in experimental and industrial psychology. He received his Master of arts from the University of Texas in Austin with a general in education psychology. He is the former Commandant of the Air Force Correspondence School. He has worked for over 30 years in the Air Force doing research and analysis type activities. Presently he is serving as the chairperson of the Behaviorial Sciences Department at Huntington College in Montgomery, Alabama.

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HOW TO LEARN MORE IN LESS TIME: HIGH TECH IN SELF-INSTRUCTION

I see a lot of familiar faces out there. I'm glad to be here, and I definitely want to thank the group for inviting me to speak with you today. I've got a half an hour to talk to you about what may be some interesting ideas for you related to self-instruction, as I call it. We use the expressions home study, correspondence, distance education, and other terms to refer to our business. They all mean basically the same thing. But I believe that self-instruction is the broader term as it takes in all manner of media and method.

What I want to talk about today has to do with guidelines for creating new courses. How do you go about doing this today? And particularly, I would like to give you a look at some options and alternatives that maybe you don't know you have. I think a lot of people in the business continue to do basically the same thing. They've found a successful formula, say with print home study courses, and they continue to grind those out. There are many more options available to you, and I'd like to explain some of them today.

The title of this talk is "How to Learn More in Less Time: High Tech in Self-Instruction." First, I'd like to talk about the "learn more in less time" part. That's what I call efficiency.

In a home study course, you want to transmit as much knowledge as possible in the least amount of time. This efficiency should be your goal. There are some ways to do this very effectively with advanced techniques, what I call high-tech methods in self-instruction. But I want to give you some background before I talk about the real nitty-gritty.

There are a couple of questions I want to ask and then answer. The first one is, why do individuals pursue some kind of a self-instructional program? The answer is: because they need continuing education to cope with changes in society and technology. I think that's the basic reason and most often that reason is some career or job-related need. People are out there making a living; they have to know how to do that. In our fast-paced society with the rapid technological developments and societal changes, people are constantly seeking new knowledge and skills to help them do their jobs competently. They take courses of all kinds, home study courses, seminars, college programs, and what have you, to keep up-to-date. They want to stay competent, they want to do a good job, they want to get ahead and become successful. It's a basic drive.

A secondary need is that people take self-instructional programs for general interest, leisure time activities, and hobbies.

Today, the idea of lifelong education is well accepted. I like to think of it not so much as continuous education because in the real world it's education "every now and then." Adult learners are very practical. They seek their education primarily for very practical purposes. And it's based on need. Most people don't have enough time to go out and do it just for the fun of it.

Now another question. What are the main enemies of continuing education seekers? There are a lot of barriers to people seeking continuing education. When you are developing new programs, you definitely should beware of these problems. Let's take a look at them. The first one is: there's too much to learn. As our luncheon speaker said, we are now in an information society and clearly there is an information glut. There's too much information out there to absorb, too many things to learn in this very complex world.

The second barrier is the lack of appropriate courses. Think of your own personal education needs. You will discover that there are many things that you would like to learn or that you need to learn but there simply aren't any courses available that teach those subjects. Surprise. Hey, that's an opportunity. If you're a school looking for new programs, new ways to bring students in, you should go out and find what those subjects are. I don't think most of us do a good enough job in our basic research. Let the market tell you what your courses should be.

The third barrier is limited time. Everybody has the same amount of time and everyone will tell you that it's not enough. We all have things we want to do; we don't have enough time to get them all done. When you develop programs, you definitely need to keep the time factor in mind.

Impatience is a fourth limitation. We are human. We are all impatient by nature. We hate to wait and that is a barrier to continuing education seekers. They may need a program and there may be one available but they don't want to spend a lot of time taking it.

A limited amount of money is another factor. We are all constrained by our personal financial situation and company budgets.

Finally, there's motivation. People who seek continuing education are basically motivated. They know they have a problem or they know they have a need. They are out there looking for some way to solve it. So they are "turned on" to do something about it. But everyone needs additional motivation. There are

many, many diversions and you need some stimulation to help keep your eye on whatever the reward of that education is.

Now all of these enemies of continuing education are really an outgrowth of our life-styles. The first one I mentioned, the information glut, exists. We are definitely in the information society and we are literally buried in new information. Information hits us from all sides--newspapers, magazines, books, TV, radio, what have you. There is so much of it we don't even know what to do with it.

Our life-style also keeps us very busy. We're always rushing around, we've got a job, we've got families, we've got other activities we're involved in. Our whole society is rushing and busy. Everything is geared to do it now: fast-food, express lines, bank teller machines; nobody wants to wait. And that, of course, is instant gratification. This is an instant gratification society. We want to have it our way and we want to have it now. And everything more or less goes that way. So many of the consumer products and services you find today are geared to one thing: do it faster. "I don't want to have to wait, give it to me now." I don't know whether that's good or bad. I won't pass judgment on it, but that's the way it is and we need to recognize that fact.

What are the implications for us, as educators seeking to develop new courses or to improve our existing courses? As an educator creating programs, your first job is to collect and sift the information and determine what's important. Our luncheon speaker talked about John Naisbitt and the information society. Naisbitt made one quote in his book Megatrends that is one of my favorites. It really says a lot. That quote is, "We are drowning in information but starved for knowledge." Think about that a minute. Think particularly about the difference in the meanings between information and knowledge. We are bombarded with information. There are so many pieces of information available to us, yet very little real knowledge ever comes to us from that information. Most of the purveyors of that information leave it to us to extract the essential knowledge, to get out of it some understanding. As educators, I think that's our job. Go out, find out what the relevant information is, collect it, bring it all together, boil it down into the essential knowledge, and present it in the most efficient way. That is the bottom line in our jobs.

Next, create appropriate courses. This has to do with zeroing in on what people really want and need. I see a lot of programs out there and a large percentage of them are off the mark. They're not what people really want and need. To create appropriate courses you need to do some research, some job and task analysis, to find out what the real-world needs are. It's kind of difficult to do and frankly it's a nuisance. A lot of

people develop courses around what they think should be taught and it usually is not totally correct.

Third, develop courses to minimize time. As I said before, we're all busy, we all have a limited amount of time, and you must construct your programs to keep them short. Don't create great big, long, monstrous programs that take people 6 months, 1 year, 2 years to get through. If you do that, you're going to find your audience reduced substantially. Give them something they can do quickly. The best thing to do is, if you have a complex subject, break it up into a number of smaller, shorter courses and present them to the student in a serial fashion.

Fourth, minimize cost and price. This is obvious. Take a look at what you think people can afford. Look at the prices of comparable programs. And while you're looking at price, make every effort to get a handle on what your own development costs and marketing costs.

And finally, make the courses relevant, interesting, and entertaining. Relevant courses teach subjects people want to know, subjects that are pertinent. Teach them what they need to know, not what's nice to know. Adult learners are very practical, and as I indicated earlier, they want immediate, useful information. They want to learn it today so tomorrow they can go in and use it on the job.

Make the programs interesting, don't just give them a lot of theory. Give practical examples, applications, stories, and analogies. You can also make them entertaining. Some humor is okay in a program. Make it fun to do. In February, there was a conference on the West Coast called "Technology Entertainment Design." It was a coming together of a lot of large companies and institutions to discuss the idea that people learn best when they are being entertained. Can you imagine a whole conference on this? Fascinating subject. But people do learn well when they are entertained. There are all kinds of theories on that and apparently it works. And, of course, the ultimate in entertainment and education: television.

Now, how do you implement some of these things in your courses? The first one, and we all know this, is to use criterion-referenced instruction. For most of the subjects you're teaching, this is applicable. Go out and do your task analysis and job analysis. Find out what people do on the job. Find out what they really need to learn. Design your program so that you set up objectives to teach practical skills. Design your program to convey that knowledge and test for it.

Second, select the best media and methods. You really have lots of choices. There's more than just print. I know you know that, but do you use the other media? If we were to take a

survey in this room here of who used other media besides print, I think it would be a small percentage. But you've got many advanced methods available to you and frankly there may be some that I will talk about here today that you have not heard of.

Let's take a look at the various media. Here are your basic self-instructional media options. First and foremost, of course, is print. We all love it, we all do it, and frankly, it is still number one. You can't beat it. It is extremely efficient, it's low cost. Most people know how to read. Print is portable. Print will never die, it will probably always be around. You hear a lot of stories from the publishers saying, "My gosh, the electronic media is going to replace print. We should be moving into video, teletext, computer software, and other electronic media." Those media will be used, but print will still be around.

Now if you do print, you must follow some guidelines. First, keep it short. Don't write a monstrous tome and force someone to read it. The classic case is handing a student a 400-page book and saying, "Read this and you'll know all you need to know about the subject." That's the biggest turn-off in the world. Nobody wants to read a 400-page book. If you have to give them 400 pages, at least divide it up into nice little short modules. In fact, if you look carefully, you will find that you can take that 400-page book and boil it down to a half or a quarter of what's there and still keep the essential knowledge. Boil it down, edit brutally. As most writers and course developers will tell you, it's a heck of a lot easier to write a 100-page lesson than it is a 20-page lesson. It's very, very easy to do that. I remember a quote by Blaise Pascal. It's one of my favorites. In writing to a friend one time he said, "If I had had more time, I would have written you a shorter letter." That has implications for all of us developing written material.

Just recently in my company, Longman Crown, we went back and said, "Hey, if we're going to be developing self-instructional media for adults in technical subjects, we ought to go back and take a look at some of the basic things about adult education." How do adults learn? What are some of the characteristics and needs of the adult learner? We did a little research project just to pull together all that basic information to be sure we were on the track. And one of the things that we confirmed was that we should keep the text short and use lots of photos, illustrations, charts, graphs, etc. Take that 1,000 word paragraph and boil it down into a simple picture or some other visual device that will communicate that information more quickly. The classic example is to take a big batch of tabular data and put it into the form of a chart or a graph, a line drawing, pie chart, bar chart, whatever. Instead of trying to interpret pages of rows and columns of figures, use an illustration. A chart tells you what you want to know almost instantaneously. And that's the way you must communicate with

adults. Again, this goes along with keeping it short, boiling it down into the essential knowledge.

A great example today of someone doing this is the newspaper USA Today. It's terrific, lots of pictures, lots of charts and graphs, color, and every article is short and to the point. It tells you just what you need to know and that's all. That's why it became so popular. When you're thinking about how to create a home study lesson, think of USA Today.

Also, let me give you a couple of other hints, maybe things you have not thought of or maybe you didn't know about. The first one is programmed instruction. Yes, it's old, it's been around forever, but it's still very widely used. We did a market research study recently on industrial training. We tried to get a fix on what people are now doing in companies to teach their employees. In creating the questionnaire, we put a line in for programmed instruction. I didn't expect we'd get much response to it, but I was astonished that over 30 percent of the respondents are using programmed instruction. I couldn't believe it. It's still used, but you don't hear much about it. It's still a very effective media for some applications. I wrote a book on personal computers in a programmed instruction format several years ago. It has been on the computer best-seller list for 5 years. Can you believe it? That's a long time for a computer book. PI still works. It is a viable option. And if you haven't thought of using it because it's not the latest thing, maybe you ought to go back and take another look.

Another option in print that you may not have thought about or heard of is something called information mapping. It's a special technique for putting printed information into a neat concise format for instructional purposes or just informational reference. The development of information mapping is generally credited to a fellow named Robert Horn. Like PI, it is not new. It is over 10 years old. Occasionally, I see examples of it. Information mapping is a technique for gathering information and putting it in a neat printed format so that the essential knowledge just jumps out at you. It is very, very good.

Next there's audio. Audio is probably the second easiest kind of media to develop and it's also very inexpensive. A lot of people are doing it and it is effective. If it's done right, that is. Audio can also be incredibly boring. A single monotone voice dragging on will make your eyes glaze over in a few minutes. I developed some audio like that myself, unfortunately, in the early days. You listen to the audio 5 minutes and if you're not asleep, you would swear you'd been there an hour. If you do audio, do it creatively. Keep it short. It is very difficult to get an individual to sit and listen to an entire C-60 cassette in one sitting. One good technique to use is to use two voices, a male voice and a female voice, in some kind of

conversational mode or a question-and-answer session. It works much better. The main disadvantages of audio are that it is very time consuming and it is not a random access media. A printed document you can random access. You can flip to the page you want. Audio is sequential. You don't know where the desired information is on that tape. You have to listen to the whole darn thing or rewind and fast forward a lot. You can't browse or scan as with good, old, cheap, reliable print. I'm not knocking audio, but these are some of the limitations and you may want to think about them.

Of all the media, video is probably the best. We all watch TV, it communicates fantastically well, through both sound and sight. We learn a lot without even knowing it. It's very subtle and extremely effective in education. In fact, it is superior, probably even the best method we know. It's also expensive and more difficult to develop. But it is so good that we ought to think about using it more. And there are some good reasons for it.

First, in considering video as a media for home study, you say, "How can we develop a videotape when the individual is going to have to have a video player to present it? Do we supply the video player? That's too expensive." Don't worry about it. The population of VCRs nowadays is very high. The present installed base of VCRs in the 84 million homes in the United States is about 11 million units or roughly 13 percent. And the retailers are expected to sell another 7-8 million VCRs this year. There are over 10,000 video stores, mostly renting movies and little or no educational material. Here is a fantastic opportunity to start putting some of your educational programs on video. The VCRs are out there, don't worry about it. If you have a good enough course, in fact, somebody will go out and buy a VCR. Most people are looking for an excuse to buy one because they want to watch movies on it also.

What about interactive videodisks? They are very good also. In fact, this is the most superior form of video. Video, like audio, is a serial thing. You watch it sequentially. You have to hunt through and find the segment you want. But with interactive videodisks, particularly the laser type, random access is inherent. You can jump in and find any segment automatically.

The best approach is to tie the disk player to a computer. The result is an outstanding, interactive learning system. For home study, it is really not practical. People have VCRs, not disk players. For interactive video, you need a $2,000 disk unit and a computer. You're not going to find too many of that combination in homes. You'll find them in the military and in some large companies. But for most applications, it's not practical.

Then there are computers. Computer-aided instruction, computer-based training, or whatever you want to call it. It is the process of using a computer to teach. The computer becomes a teaching machine. You write a piece of software that is an instructional program that the computer presents to the individual. The individual interacts with the machine and learns. It's very effective for some subjects, and its benefits come from the fact that it's an interactive media. You can type in an answer, the computer will respond, check that answer, tell you if you're right or wrong, branch you to an appropriate additional frame of information, and on you go. It's not passive like some of the other media.

Computer-aided instruction is more difficult to develop than print or audio, and it's also expensive. It requires not only good instructional design and writing plus subject matter expertise, but also programming skills--a tough combination. The other handicap up until recently is the fact that you would not deliberately go out and develop a computer-aided instruction program because your student would be required to have a personal computer. Maybe in the past that would have been a problem, but presently that problem is going away. The U.S. population of personal computers, all told, in homes and in companies is about 10 million units. And that installed base is growing by many millions of units each year.

Again, the media machines, VCRs and computers, the overhead projectors of high technology you might call them, are already in the homes and offices. Don't worry so much anymore about not having those devices available to you. They're there, in place, and increasing very rapidly.

Let me point out before I leave this discussion that the discipline of creating video and computer-aided instruction requires you to collect a lot of information and boil it down into a serial presentation, sequential video frames or computer screens. A computer doesn't have a lot of memory so you've got to be efficient and reduce the information to a minimum number of frames that will fit on a diskette or in the random access memory of the computer. Or you've got to reduce and edit the material so you can get it on a standard time-limited videocassette. The discipline of creating those things goes along with the good discipline of creating efficient programs that teach you just what you want to know in the minimum amount of time.

Finally, combinations. Using multimedia is very good. If you can possibly work in more than one media in your program, definitely do it.

Now let's look at some new frontiers in media. The first one is artificial intelligence. The second is mind/brain techniques. I don't know whether you've heard about these or not, but I'd like to spend the rest of the time I have in telling you something about these interesting methods.

What is artificial intelligence? You may have heard of it. It's not too well known, but it's become a more recognizable subject every day. Basically, artificial intelligence is the use of computers for thinking, reasoning, and learning. Today, the primary use of computing is data processing. Computers calculate, they "crunch" numbers, they store and retrieve data, they organize data, and process it in various ways.

Computers, when programmed properly, can also think. They can reason and they can learn. They exhibit intelligent behavior. Most of the demonstrations of intelligent computers are by way of games. For example, a computer can play a super game of chess. The programmers have worked on this for years and finally they've got the computers playing chess so well even the National champions can't beat them. Each year a competition is held to see whose computer can play the best game of chess. These complex programs not only play chess but they also learn from their mistakes. They learn from their own moves and the moves of the competitor. Computers can be programmed to recognize and remember patterns so they'll play an even better game next time. They can imitate and improve upon human intelligence.

The scary thing about artificial intelligence, at least to people who don't understand it, is the feeling that computers will replace humans in some applications. That's not really the case. Computers are tools controlled by humans. They are there to assist us, not replace us. Everybody always thinks of the computer in the old movie 2001, the HAL 9000. That's artificial intelligence. In a more recent movie, War Games, the computer simulated a global thermonuclear war. That too is artificial intelligence.

AI is not new. It's been around for over 25 years. The thing that makes artificial intelligence more practical now is the recent technological developments in the computer field. Computers are getting faster. The faster they get, the more operations they can do per second and the more likely they are to be able to simulate the human brain. Also, the increased storage capacity makes practical artificial intelligence possible. And, of course, lower prices. The nice thing about technology is that it gives you greater computing power normally at lower prices or about the same price.

The area of artificial intelligence that is of most interest to us is the expert system. An expert system is a piece of software that can be used for information, reference, and learning. An expert system is a piece of software written by somebody called a knowledge engineer. This person picks a topic and goes out and accumulates all of the knowledge and information to be found on the subject. This person gathers all the textbook

knowledge, all the knowledge out of the literature and other references. This person hires as many personal experts as possible and picks their brains about the empirical side of their field. And the expert otherwise accumulates as much information as possible. Then it is programmed into the computer. The result is an expert system.

An element of this program enables you to sit down and tap into this big knowledge base. Through a series of questions and answers, you can find out what you need to know. A good example is a medical expert system where a doctor can go to the computer to check for a particular type of disease that he or she may suspect a patient has. The doctor has a dialog with the computer which gives the details. The doctor enters information from the lab tests and the patient's history and symptoms. There will be an interaction and the computer will provide an educated guess as to what the problem and cure is. Expert systems are amazingly effective, but of course the doctor still makes the final judgment.

Expert systems can do two things. For one, they are a partial solution to the information explosion. Somebody's going to pull all this information together, that is, collect it and package it into nice little expert system modules that we tap at the time we need them. Such programs might also be available at the library or even on your own office computer one of these days. That's the "fifth generation." In a recent book by Edward Feigenbaum called the Fifth Generation, expert systems are touted as the next major generation of computer hardware and software. The book discusses how the Japanese plan to make artificial intelligence expert systems with high-speed computers as their thrust for overtaking the U.S. and dominating the world computer industry. And they are well on their way to doing this. The United States has yet to mount a good counteroffensive, but there's an awful lot of work going on in the artificial intelligence area now. It is really an exciting field. At my company, Longman Crown, we have a pilot project in studying artificial intelligence, primarily the use of expert systems for education.

Artificial intelligence can be used for instruction. The usual computer-aided instruction program is a tutorial. You divide the material up into frames, present them on the screen sequentially, one at a time, with a little interaction. Expert systems are different. A student will be able to approach the computer and simply start a dialog with it. It will be somewhat like the Socratic method, a dialog, or a question-and-answer session. And the student may go back to that computer numerous times. Instead of a fixed path with a linear sequence of instruction, the student can wander around inside that expert system and gain knowledge by the discovery method. This is a very exciting area. I think within the next year or so we're

going to begin seeing some expert system instructional programs. They'll be more effective than ever.

Now let's talk about mind/brain techniques. This is a little goodie that you've probably heard about, maybe not. This is an area that has fascinated me for years. There are an awful lot of studies going on about our brains, how they work, how we use them, the left brain/right brain concept, all that kind of stuff. What the research tells us is that we only use about 10 percent of our mental capacity. Ninety percent is just sitting there idle; we're doing nothing with it. Researchers have discovered that our performance potential is astronomical. There are so many more things we can do far beyond our normal capabilities. We don't tap but a tiny piece of the potential we have. Consider what we could do or be if we used that other 90 percent.

What are some of the benefits we might derive from finding ways to tap into our brain power? First, we could speed up learning. Researchers have already proved this. Some report a factor of 10 or more in learning speed. Talk about saving time.

You can also improve understanding and retention. It's one thing to take instruction but it's another thing to understand the material to retain it. One of the reasons why understanding and retention can be improved with mind/brain techniques is that we bring our subconscious mind into operation. It's always there and it is extremely effective. We just need to let it do more of the work.

Finally, a potential benefit is that if we can improve the use of our minds, perhaps we can deal with the information overload that we are experiencing. In fact, our brains are probably capable of keeping up with every bit of it. I don't think anybody would want to do that, but you could still learn a lot more and remember a lot more.

Now what are some examples of mind/brain techniques. Let's start with hypnotism. This is one thing that many people are a little bit afraid of. It is manifested in the feeling that I'm going to be hypnotized, and I am going to do something stupid or foolish or something I don't want to do. Well, that can't really happen. Hypnotism is basically a state of deep relaxation during which time you can receive suggestions. It has been proven that you can learn quite a bit during hypnotism. You can also undergo a hypnotic trance and receive the suggestion that you will improve your learning. Somehow it just happens.

Next is subliminals. Subliminals are those little messages buried in the media. For 1/30th of a second, a word or sentence is flashed on the screen of the TV set or computer. The mind sees it but the eye doesn't. They tried this in the late 50s in movies. They flashed "popcorn" on the screen and suddenly a lot of people were running out for popcorn and didn't know why.

Subliminals are very effective influencers. They can also be used in teaching where our subconscious just "picks up" the facts to be learned. There's no reason why you can't put subliminals in video training programs or CBT for example. People have tested this using 35mm slides with a special attachment that flashes a message on the screen. They found it to be very effective. A person will take an exam and suddenly remember something he or she didn't remember knowing. The subconscious mind remembered it.

There is also aural subliminals on audiotape. There are tapes available of a self-help nature that help you learn various subjects such as how to lose weight or how to minimize stress. The subliminals are messages buried just below the level of a white noise soundtrack. What you hear is a random noise or quiet static with a barely audible voice beneath it. You can't actually make out what's being said, but your subconscious filters out that noise and receives the message.

Drugs are another possibility. This is a fascinating area. There are all kinds of drugs to speed up learning and make your brain do wild and unusual things. The thing to do with your home study course is to send the student this special pill. They take this pill, finish the course in no time, and remember it and understand it. This is not a dream, it is reality. But it is scary. Drugs are also dangerous. They work and they are available, but more work needs to be done to make them safe and practical.

Memory training. Now here's a subject that is really not so exotic. There are all kinds of memory training methods. I have a friend in Pennsylvania who has a memory training course that teaches you to remember words, names, and other things by association with common elements. It is so unbelieveably strange I couldn't believe it. But I took his course and came away absolutely astonished at what I could remember. There are three or four of these courses mostly available in seminar form. But there are a lot of books available, too. I wonder if every home study course should have a memory training element. I have often had the feeling that it is our responsibility to teach our students how to learn. Few ever really master this.

One of the mind/brain techniques that seems to be the most effective and the most acceptable to people is relaxation methods. Probably the most popular method is called suggest-ology, or it's known as the Lozanov method. Now, Lozanov is a doctor in Bulgaria, a Soviet satellite.

Suggestology has been around for quite a few years. It started in the late 60s. Through a lot of work and research, educators here have been able to discover what this method is and begin using it. It is an unusual technique that I have

experienced. It is really quite effective. The Lozanov method helps you to learn by the use of music. The music most often used, and the most effective, is 17th century baroque music that has a beat of 1 per second or 60 per minute. It's incredibly relaxing. While this music is playing in the background, a narrator reads the information to be learned in 8-second intervals. Like I said, the method is a bit strange, but very effective. And they've validated its effectiveness with many different subjects. It is particularly good with foreign languages. You can learn 500 to 1,000 new words in one day with this method. It lets you learn a foreign language in a couple of weeks this way. You don't even know it's happening to you with the music playing.

Yoga is another technique. It's a relaxation method. There are two types of yoga, the physical type and the mental type. The mental type, Raja Yoga, is the one you want because it relaxes you and allows you to be very receptive.

Biofeedback has educational potential. Biofeedback using electronic instruments to sense your brain waves, temperature, pulse beat, and other physical conditions allows you to relax and learn.

Parapsychology is another one. This also scares some people. Consider learning by mental telepathy. Now that's a new media for you. Don't laugh, it's being done. There are many experiments being conducted in the U.S. and U.S.S.R. to improve and validate this and other of the so-called psi methods.

All of these techniques are applicable. They're available and information is on hand. All you have to do is dig them out. A good book you may want to read on this whole mind/brain movement is Aquarian Conspiracy by Marilyn Ferguson. It's a super book that kind of sums up the whole field for you. And there's a good book on the Lozanov method and some of these other techniques called Superlearning. It's a paperback; the authors are Shelia Ostrander and Lynn Schroeder.

Artificial intelligence and mind/brain techniques are subjects that people are afraid of. Why? There's a lot of ignorance, and there's a lot of superstition. The fear is born out of lack of knowledge. Further, both subjects have very poor and distorted images. But they can be used, they can be effective. I think the way to solve the fear problem is for us to use them. Let's show some practical application. Let's demonstrate their potential and particularly their superior results. If we use them, we'll overcome those deterrents to using them. It'll take time and education and some good PR. But we can win. So will our students.

Thank you.

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A "MARTIN AGRONSKI" PANEL DISCUSSION: A LIVELY EXCHANGE OF VIEWS ON THE IMAGE OF CORRESPONDENCE EDUCATION

Carol Katzki, Moderator

Filling in for Martin Agronski (Martin Agronski and Carol Katzki are sort of in the same family), I'm delighted to be here. My panelists are not Carl Rowen, Elizabeth Drew, George Will, etc., but they are just as exciting and just as titillating at this early hour, so I would like to introduce them now.

On my far right is John Peterson. He is director of private postsecondary institutions at the California State Department of Education. He is responsible for administering the State statutes of 2,500 private postsecondary education institutions in the State of California.

On my immediate right is Mary Beth Almeda; she is the director of Independent Study of the University of California Extension located in Berkeley. Her program consists of university-level courses, continuing education courses, and high school courses. There are approximately 7,000 enrollments each year in 260 courses, served by 175 part-time instructors and an administrative staff of 15.

At my immediate left is Von Pittman. He is the director of the Center for Credit Programs at the University of Iowa. He is responsible for independent study there, but he is also responsible for weekend programs, for telecommunications, and a variety of other activities related to continuing education.

And then there is Mike Lambert, who we are unexpectedly delighted to have on the panel. Unexpectedly because Mike is substituting at the last minute for Ed Schober, director of education, Columbus Paraprofessional Institute, who could not be with us. Mike is the assistant director of the National Home Study Council. You can tell that this panel will not be shy. The members have promised that when I act like Martin Agronski and encourage them to be quiet, they will!

I hope that you will listen attentively. If you have any questions, we will have 45 minutes at the end of the discussion for questions of our panelists. What Martin Agronski always does is to go over the issues of the past week and allow the panel to discuss these issues. What I thought I would do now is to introduce the issues that will be discussed here. The original title for this panel was to be "Upgrading the Image of Correspondence Education." That implies that the image does need upgrading. We are going to talk about that a little bit and ask the question, "Does the image need upgrading?" If so, why? If

it does need upgrading, what activities are underway to dispel the unfavorable image correspondence education has? If it has no image problem, what about the emphasis on the new technologies? Does it help or hurt the image of correspondence education? In addition, we will talk about the role of accrediting agencies and State agencies. With that explanation, I will begin in a Martin Agronski style. Von, does the image of correspondence education in fact need upgrading, and if so, why?

Pittman

Well, I am going to say in a few minutes that it probably is not as bad as we sometimes imagine. On the other hand, you have seen the cartoon that was just passed around of a large dog, Marmaduke, who is sort of boisterous. On his wall he has a dog obedience school diploma. His owner explains to a neighbor that he got it by correspondence. At first I was a little angry at the cartoonist, and then I realized that he wouldn't have drawn this if he hadn't known there was going to be a certain popular response, a certain identification with this. Of course, this particular dog could not achieve this kind of recognition in person (or whatever one says about a canine). But by correspondence, all things are possible, the cartoonist says. So, that has to be a widespread perception.

I'm going to attack a rather specialized part of what I see as an image problem. It is not among people that we enroll in the University of Iowa's correspondence courses. It is on the university campus itself. I think the worst image problem is among one's own faculty. I believe that's certainly the case at universities at which I've worked, which have been largely research oriented.

Any other comments on that? Do you agree, Mary Beth, since you're from the University of California?

Almeda

I'm not sure that the image problem of university correspondence course programs is any different than the problems continuing education programs encounter on many campuses. Faculty generally have been educated in the traditional educational system and frequently do not know much about correspondence education. They sometimes exhibit knee-jerk reactions in reviewing our courses until I have the opportunity to discuss their concerns with them and dispel preconceived notions that are not based on fact or our experience.

Katzki

You don't think there is anything inherent in the method of correspondence education that leads to inferior quality, then? Since no one feels that way anymore, you don't think that's a problem?

Almeda

No, correspondence education is not an inferior instructional method.

Lambert

Carol, I think that this image problem is part of the American folklore. This country grew up with it and I think that rather than be sensitive to it or worry about it, we ought to use it to our advantage. I find it amusing that probably the world's foremost cartoonist is one of our graduates, Charles Schultz. He took his course from Art Instruction Schools. Even in Charlie Schultz's columns, you will see, he pokes fun, good-naturedly, at home study. Rather than get all upset about these things, we rather enjoy them. It only increases the household usage of the term home study or correspondence study. So, we're not really worried about these cartoons. We just have to make sure that we can laugh at ourselves and continue to enroll 3 million people a year. Some of the people who read these articles on home study are not home study candidates, anyway. Our audience wants to get an education.

Katzki

But, there still is, I mean, out in the public floating around, some kind of . . . I don't want to say it, but I'll say it since I'm trying to be like Martin Agronski, "matchbook cover image." Who is responsible for this image? Why does it stick in the consciousness of people when other things about correspondence education or any kind of education are completely forgotten?

Peterson

I think that we've had a few examples of high publicity relative to a few problems in the past, and the overreaction to this publicity is one of the things we have to take a look at. Someone asked Oscar Wilde what he thought the demise of

life-style and the quality of life in America was all about. Was it apathy or ignorance? Oscar's response was, "I don't know and I don't care." There is possibly some truth to that, relative to people understanding enough about correspondence education, or what correspondence education really means. Some do not care. However, I think probably more problems that people have today are with correspondence education being a new delivery system. It is being touted, dusted off a little bit, and moved into the 20th century because of high tech or the move of telelearning. It is the "in" thing. I think we should take a look at what goes on in correspondence education and how this relates to where we are today in terms of the universities, the proprietary sector as it relates to continuing education and external degree programs.

Katzki

I would agree with you. Let me ask you another question. We should look at those things. Increasingly, are the best faculty members and teachers getting involved in this method of education? Mary Beth, how about at the University of California?

Almeda

Well, the reward system at most universities does not include recognition for participation in continuing education programs. In addition, faculty give highest priority to research and publishing both because they are paramount considerations of the reward system and because these are the areas in which they have been trained.

However, we are very fortunate to have a number of faculty members involved in our program. These are people I would call "born teachers." They love teaching, are interested in trying different ways of reaching students, and enjoy the variety of students in our program.

Katzki

Is that the case on the University of Iowa campus?

Pittman

My department recently was reviewed by a university-wide committee. In November of 1981, the review committee noted the poor reward structure, both in terms of money and in terms of everything else, as perceived by academic departments. They cited a lack of prestige and departmental rewards. They noted that this reduced their colleagues to the status of pieceworkers, getting so much per lesson. I would go so far as to suggest that their reservations were well-founded. If I were on tenure track, I might take that position. Correspondence study just is not something that is valued a great deal in most universities; that's something with which we work.

Katzki

For the benefit of the university people in the audience, how do home study correspondence schools get their courses written and who does the writing? Is there any kind of problem in getting the best instructors?

Lambert

We are based on the industrial model; we find a need and fill it. The courses are looked upon as products--products that have to be tried and tested by the best experts in the country. Our schools will typically go after a market by looking at a subject area, doing a field engineering test of it, doing market research of the area, and sitting down to weigh who are the best people in the world to write this course. They'll go talk to them, and they bring them in and they write it. They don't worry about sensibilities of faculty. They create the course, they begin to offer it and offer instructional service.

Carol, I think we as a panel are giving the impression that there is an "image" problem in home study in America today. I was a little taken aback by that because, frankly, I don't see it. And the reason I don't see it is, in the past 18 months, we have had nearly two dozen major media articles on the correspondence method in the top East Coast liberal establishment media that have done nothing but sing our praises. And I cite, for example, several articles: The Washington Post; Changing Times; Kiplinger Magazine; American Legion; USA Today; Glamour magazine; Women's World--we wouldn't get this kind of press today if we didn't have a good perception by the media, and I think we have a positive perception by them right now. I think our students, the people that we are trying to reach, have a good feeling about us. When the chips were down and the Senate Veterans Affairs Committee was knocking out the flight schools

and knocking out this program and that program, correspondence study remained in the GI Bill. There's a reason for that. I think the reason is positive acceptance of this method by Americans. If there are some diehards out there who still think that there's an "image problem," they are living in the past.

Almeda

I think that's an unrealistically rosy picture, Mike. I'm sure we are all very sensitive to our image because I've heard many others allude to concerns about our image at this conference. I think it may be true that our image is better now than it has been in many years, but I think that it's going to take a long time for some of the image problems developed in the 1950s, 1960s and early 1970s to disappear.

Pittman

We are doing much of the harm to ourselves in universities. For those of you who work in universities, you know that we all complain about the status of continuing education on our campuses. I would maintain that there is sometimes a caste system even within continuing education. Correspondence study sometimes is to continuing education what continuing education is to the university. Consider how many deans of continuing education spent a substantial number of years in correspondence study. I would guess there are few. It is not unusual for the correspondence study unit to be the most productive and profitable part of a continuing education operation. Yet, it sometimes is not recognized for this. Some deans seem almost apologetic for it. To cite just one example of how that can work, there seems to be a rush toward electronics by a large number of continuing educators. They seem to be in love with the technology itself, rather than the opportunity for serving students. They say we can now, finally, make correspondence respectable, if we'll rush in and spend money on electronics. This speaks volumes about their perception of correspondence study.

Peterson

I think, tied into this, you can't knock success. When you take a look at the growth of correspondence, or continuing education or external programs that have been taking place, it is because the public wants that type of easy access, let's face it. Correspondence is easy access. I think that in developing programs and courses, there is a lot more effort that goes into developing a series of 30 lessons in a correspondence program, be

it in a public or a private sector, than goes on in most of our campuses in residence-type programs. Very few times are professors required to submit all the materials that they are going to use in a course in History 1A, or something else in the university. Whereas if you are offering a course by correspondence, you have to work out the whole process in advance. I think correspondence education as well as the external or continuing ed programs at the universities have really led the way in terms of some innovative things that have taken place. Some of these are well thought out programs relative to linking outcomes and expectations to the content the students must cover in that course. How many of you remember Sargeant Preston of the Yukon? Well, there's the law of the Yukon. The law of the Yukon is that the view changes only for the lead dog. The lead dog has been up front ahead of the pack. Those who have been willing to take some chances, in terms of correspondence and continuing education, are right out front where they are seen. They are visible. At the same time they are seeing what is going on and what the need of the public is.

Katzki

You're saying that the reason that these caste systems still exist is because correspondence educators are more out front than the rest?

Peterson

Absolutely.

Katzki

Would you agree with that?

Pittman

I don't know. It's something that I've never thought about.

Almeda

It's certainly true.

Peterson

I think that's a problem for some people.

Almeda

It's certainly true that we have done a considerable amount of course preparation prior to the campus course reviews. By submitting more material for review, I think we elicit more questions from the reviewing faculty. But I don't think this is bad; indeed, it is good. I feel on more solid ground when I've gone through the process and the course has been approved. But, it does make it a different process.

Katzki

Can I do something that's a little unusual for Martin Agronski because he doesn't have this opportunity? How many of you in the audience think that there is in fact an image problem in correspondence education and independent study?

Audience

Is it a positive image or a negative image?

Katzki

Negative image.

Audience

Oh, negative.

Katzki

There are still problems in the world with the image. OK, I am wondering whether it is divided by kind of school. I don't think so. I think there's a perception among both proprietary schools and universities that there is still an image problem.

Lambert

Carol, I think that we have to remember what Pogo said: "We have met the enemy and they is us." We have done a study called Academic Home Study Degrees. It's a survey of every graduate of

every correspondence degree program. And I'll just read a few statistics. Ninety-seven percent of these people who took their correspondence training and got an associate degree from a school felt their degree programs provide the knowledge, skills, and education they were seeking. Ninety six percent said they were satisfied with their school's program and services and 90 percent would recommend the school to a friend. The other 10 percent said it would be too tough for their friends.

We did a secondary survey of the employers of these same students. We asked the employers, "Does this person (the person who has the degree) compare favorably in terms of knowledge with someone who has a residence school degree?" One hundred percent of the employers said yes. "Does this person perform better because of the degree?" One hundred percent of the employers said yes. "Would you hire another person with a home study degree?" One hundred percent said yes. "Would you encourage others to earn a home study degree?" One hundred percent said yes. This is fact. Now, if we have an image problem, it's a mental one.

Almeda

Mike, I want to make two points about your comments. First, I think you are absolutely right. The kind of information you have cited is just the sort that is going to give us a more solid footing in terms of our image. I think that we need more research and more data about the effectiveness of correspondence education. We need information to show how the method is working and how people are satisfied with the education they're getting.

The other point I want to make is that out of about 375 proprietary schools in the country, only 75 of those are accredited through NHSC. The work that NHSC has done in the areas of accreditation and research is admirable, but only a small portion of all proprietary schools are involved in the group. The remaining proprietary schools are not subject to the standards required of NHSC members.

Katzki

What do you have to say to that?

Lambert

Well, I would say that not everybody would qualify, but out of the people who enroll in private home study schools today, 3 out of 4 sign with an NHSC school. So those other schools are very tiny operations and not necessarily bad. There are some

very fine ones out there. I still don't see this image problem. In our office last year, we considered the enrollment base. If you add the military schools, over 2 1/2 million people actively studied their courses. We have fewer than one dozen complaints come in, and 11 of the 12 complaints are because they didn't get their diploma or their course material on time. And that's phenomenal that that kind of level of satisfaction is out there. So, again, if it is a correspondence image problem, it is because our peer group doesn't seem to be stroking us and our faculty members or people with whom we drink tea don't believe in what we do.

Peterson

Let's talk about the products, in terms of correspondence education, or in any education. That's the graduate, any person who completes the program. Under the Veteran's Administration (I happen to direct the State agency that approves the courses for veterans' education in the State of California), we have approximately 1,500 institutions, public and private, that participate. The Veterans Administration laid on a requirement for a survey to be made called the Occupational Graduate Survey. Some of you may know about that and are wincing whenever we mention it. Follow-up on the graduates was done to find out how many graduates were employed in the jobs for which they were trained. The VA thought it was going to do away with correspondence education by initiating this procedure. There were some abuses, I have no doubt about it, but the VA thought that no one can prove that at least 50 percent of the people who go through correspondence would get jobs for which they were trained. Ironically, what happened was that in the case of correspondence, they did much better than 50 percent. Yet some of the residence programs couldn't prove that anyone got a job after going through the program. That was a very disheartening thing. So, the Veteran's Administration backed off on that Occupational Graduate Survey. They thought they'd be able to put the correspondence people out of business in terms of the GI Bill.

But, I think that when we take a look at the product and satisfied customers and the fact that schools, whether they are accredited or nonaccredited--and I happen to work with all types of them--have to be able to show in terms of job placement that they are indeed what the public wants. They have to show that, and if a person wants to take a program by correspondence or residence, that should be up to the individual. I think the problem right now is one of the transference and the acceptance of correspondence courses. Are courses accepted in terms of transference of credit or continuing education or for entry into another program? That's one of the things we have to work on.

Katzki

I think we'll want to talk about that in a few minutes, but let me pursue something a little further. You say there's not an image problem except within the ranks here, our peer group? There is obviously an image problem somewhere, because everybody agrees that there is. What are we going to do about it? We have facts, and we can have data, but I think it gets down a little deeper than that for some reason. I'm not sure exactly what it is. Any thoughts about this?

Pittman

We are doing our best to let our students speak for us. We have a house organ which seems to work pretty well. We try to do profiles on our graduates--meaning graduates of our external degree program (by the way, not all of these students take all their courses by correspondence). Every time we get a student profile written, we then get it out in the hometown paper of that person and then we try for the regional paper, Cedar Rapids, Des Moines, whatever. We've had a fair amount of success with this. We have one of our graduates running for office, the State Senate. That will appear in our tabloid. Our graduating class this year will consist of about 25 persons; 6 have been accepted to law schools for next year, including the University of Iowa law school. We are trying to get word out about our students.

With our faculty, we just have to work where we can and try to answer their objections if they offer them. Correspondence courses represent extra teaching. If you are employed by a research-based university, you will know that at least some professors don't seem to like to teach at all. So, anyway, we are doing what we can.

Lambert

I think Von has hit on the major solution and that is I think we have to focus on what we do with the product--the output--and the very best thing that can happen is to have students get up and talk for you. We hit on this 2 years ago at our San Diego convention. We brought in about 9 or 10 home study graduates and there was a ho-hum attitude about it till the graduates got up to speak. And I think our own executives, our own educators, our own people couldn't believe what they heard. One person met me in the hallway and grabbed me by the lapel. He said, "I finally met some real live home study students and you

know what, Mike, they were impressive." Sure they were impressive! We were surprised. Del, you shared that session that day when these home study students just had us in the palm of their hands. I think then that we all became believers, because up until that point, the majority of our people really hadn't met a student and hadn't thought of them as human beings. Since that time, the National Home Study Council has launched something called the Outstanding Graduate Program. This past year we had 12 people selected to represent all of these 2 million home study students. Five of them came to our congressional reception in February and received awards and two of them came to our convention and did a marvelous job of representing what we do best--that is, help people. If we focus on what we do with our product--that is our students--I think we are going to take great comfort and our reputations will grow.

Peterson

I think that awareness level is an issue that we really have to work on in terms of image. Correspondence education is an option or alternative to residence-type instruction. We have tried some things in the last 2 years, in terms of raising the awareness level of some of the governing boards or governing commissions. We have a council in California for private postsecondary education institutions which is like a school board for all proprietary schools. We have invited those people to visit schools, and in that process we make sure we have a proper mix of correspondence schools. They have recently visited a home study school in San Diego. They were very impressed. It was the first time 14 out of the 15 commissioners had ever seen a correspondence program or realized what it was all about. Of course, that happened to be a very outstanding example. The commissioners and consumers who are cost-conscious wanted to see something that was well run. Let's face it, they think one of the biggest problems we've got going is the lack of efficiency and the cost-effectiveness in public education. When commissioners see a good, well-run program, be it the proprietary school or not-for-profit school, that's fine. We have to get leaders in the community to see what goes on in programs. I think that would be the same thing that would happen at your UC Extension, University of Iowa, or wherever it happens to be. Get the people who are the leaders, who have something to say, to see that there are some alternatives in a typical resident program.

Katzki

You hit on something, and I don't know whether it's true or not. Is education one of those things that should be given away free and the idea of "profit schools" sort of sticks in people's minds as a bad thing?

Peterson

There are a lot of people concerned about profiteering. But doesn't the spirit of America foster an entrepreneurial system? I think that when we take that away, we're going to take a lot of the real forefront movement away. I don't think the Federal Government or the public schools are going to take many chances in doing those kinds of things. They go ahead and allow the leadership to be taken by the profit-making people who are willing to take some chances. Venture capitalists get out there and make those attempts.

Pittman

I would say that if anything the tide is running exactly the opposite way right now. In the last two States in which I have worked, one of the big themes of the legislatures, when considering the education budget, is to make the students pay more of the cost of their educations. The students' share is being increased. That certainly seems to be the thought of the National administration right now. College students are, they imply, if not loafers, then darn near it. "Students are going to profit from their educations. They will get better jobs, thus, they should pay for the privilege," they say. It is ironic that many of the legislators promoting this are lawyers who have gone through public universities and law schools themselves. Now it is safe to say people should pay a larger share of their educations' costs.

Katzki

We are on the crest of a wave. I mean, students and people are getting older. It's an aging society. I think at our NUCEA (National University Continuing Education Association) annual conference in Atlanta, George Keller said that in the year 2020, 1 out of 13 of us is going to be over 80--something like that. Maybe that's going to be the golden age of correspondence instruction. But, we have heard a little bit about what NHSC has been doing in terms of changing the image of correspondence education, the PR and all of that. I think NUCEA has been doing some things, too, is that right?

Almeda

There are several areas in which the Independent Study Division of NUCEA has been working. One is in the development of Criteria and Standards for member institutions covering the gammut of course development and program operation. The Criteria and Standards were developed in 1978 and member institutions are encouraged to adhere to these. These criteria can also be used during accreditation evaluations.

Pittman

I might add that when our division was reviewed, the review committee did make use of those standards in the judging.

Almeda

We are involved in the publication of the Independent Study Catalog with Peterson's Guides. Summary information is given on all the programs in the Independent Study Division of NUCEA. This year, the Independent Study Division's Public Relations Committee has been very active in developing television PSAs (public service announcements) which will soon be available. These are generic spots that can be used by any of the member schools. I think this kind of visibility is helpful in improving our image. The key to improving our image is being more visible, involving more of our constituents--students, faculty, or whoever--in correspondence education.

And research and evaluation are important. We need to encourage more activity in these areas because faculty can relate and respond to research. This area needs more attention.

Pittman

That gets right back to the faculty credibility problem. Even in the college of education--where you would think independent study would be studied--how many people are doing their research in this area? How many graduate students are writing their dissertations on correspondence education? Very few, if any. If there are any, I'd be delighted to hear about them. I do not know of such ongoing research other than some by practitioners who are trying to get to the root of a very practical problem. In terms of theoretical research, I know of none in this country.

Katzki

So, how can we change that? What can you do, get on the annual conference program of the American Educational Research Association?

Pittman

I would like eventually to see more of a joint-appointed faculty. Joint appointments would amount to having people working in independent study who are part-time professors, probably in adult education.

Lambert

Back to a solution to what we can do about this perceived image problem, I would like to offer a couple of ideas. They aren't new ideas and you have heard them before. Maybe you ought to take another look at them. All these come from the NHSC News.

Last issue they had an insert in there of "How to Make Public Relations Work For You." I hope you all saw that, because it's filled with about 150 ideas to use to get the word out. First, do you have someone in your institution appointed to be the PR person? In other words, do you have an individual in the school who has other tasks, but has an hour a day to get the word out? Do you have someone who loves to take a nonbeliever to lunch? Someone who will get on an airplane and fly to Washington and go and sit down with a congressman?

The Home Study International newsletter was a good example of positive PR. It was full of upbeat news about the home study method and the people in home study. When you finished it, you had to smile. It would take a lot of time to put something like that together. A graduate recognition program of your own outstanding graduate program. The Marines have systematically put into place a program to identify one, two, or three Marines each year as outstanding graduates. What they have found is, the commanders are now calling up the Marine Corps Institute and saying, "I want my guy picked." And then the general will call up and ask, "Why wasn't my guy picked?" Command emphasis up and down the line, there is tremendous pressure to get their own individuals recognized. They want to have the outstanding program; the Marine Corps Institute has created a tremendous awareness of the program. So an outstanding graduate recognition program might help. Finally, back to this question of communicating hard data. I think what we may need is a "white paper" on home study. It could be written on the front and back

of one sheet of paper. All of us should be forced to assist in passing out 1 million of these. Keep them in your pockets or purse. Everywhere you go, hand them out.

Katzki

Are you talking about a joint effort with NHSC and NUCEA and all the other groups?

Pittman

Obviously, the data are out there. We just have to put them together and get the word out.

Peterson

I think this whole issue of image is so important. I am a little worried about a lot of the suggestions. One of the problems we should consider is what happened to Socrates. He was always going around giving advice. Finally, one day they poisoned him. I think that we have to be a little careful about that. I think tooting your own horn and accentuating the positive, those simple efforts, really will pay off. I think it becomes contagious and that's one of the best ways to publicize the productivity and the effectiveness of good external programs, continuing education, or correpondence education. I think that's what we have to do and we have to work on that in as many ways as we can.

Pittman

Building a good image is a lot harder and a lot longer process than is destroying an image. Let's take up one concrete horror story. Whatever your slant on this, I think everyone that's familiar with it will know that it did have an impact. In July of 1970, Jessica Mitford published a piece called "Let Us Now Appraise Famous Writers" in the Atlantic Monthly. If you are not familiar with Famous Writers, it has two faculties, one that was actually an instructional faculty and one of noted authors who, according to the article, sold their names to Famous Writers School. They included people like Phyllis McGinley, who is quoted as having said "I am only a figurehead. I thought a person had to be qualified to take the course, but since I never see any of the applications and lessons, I don't know. Of course, a person with the real gift of writing wouldn't have to be taught to write." Another, Faith Baldwin, when asked about the business practices and role of the celebrity faculty responded, "Oh, that's just one of those things about advertising.

Anyone with common sense would know that the 15 of us are much too busy to read the manuscripts the students send in." This incident is something we are still living with, 14 years later, even though Ms. Mitford was quite kind to university education. She praised the writing courses of several universities she looked at, including the University of Minnesota. But her article still did great harm, even to university programs.

Lambert

That article is, what, 14 years old? How many people have enrolled in the home study course who read that magazine? Two or three? The worst article ever on home study was on the front page of the Wall Street Journal in 1975. We got six new applications for accreditation, so, as long as they spell your name right, that's the important issue.

A nun called me from St. Joseph's College and she said, "Are you the Mr. Lambert they quoted on the front page of the Wall Street Journal?" I said, "Yes." She said, "Well, I don't remember what it said, but I'd like to apply for accreditation."

Almeda

But I think there is a negative side to that type of publicity. Promoting programs in ways that are misleading has haunted correspondence education, especially during the 1950s, 1960s, and early 1970s. Such promotion often overstates the program's benefits to the student. This type of overstatement or misstatement still occurs. I don't think we can simply ignore this and say these problems are all behind us. I think they are still very much with us.

Lambert

I will not respond to the quality of the Famous Writers program. Lucy, do you want to talk about your experience with them? You're another "defrauded consumer," I guess.

Thrane (Audience Comment)

Michael, you have just taken my secret out of the dark closet. I'm not as famous as Schultz, but after this, I expect

the name of Lucy Campbell-Thrane to be everywhere. But, I am a graduate of the Famous Writers School. Can I just respond to you a minute, Von. Just remember first of all how old I am. I'm 40 years out of college. In those days, women did not have the same opportunity that women have today. Inside me was a burning desire to write. But, I didn't even want anybody to know this. I was a farm wife and mother. And a farm wife's responsibility was to stay home, to feed the chickens and milk the cows, and to have babies and be barefoot. Inside me was something more than that. So, I picked up a magazine and read this article about learning how to write. They didn't say what it cost. I sent for the information. When it came it was a lot of money. First of all, I didn't want my husband to know. Second, I even hated the mailman to know. When it was time for my papers to come back, I used to go down the lane to the mailbox, making many, many trips. When my papers came back the instructors were very, very hard on me. I felt they did a very good job, and I was an educator. Everytime I take my royalty checks to the bank, I smile, because it was my secret. The textbooks I have written were a result of the encouragement and the security that course provided me. I'm very proud. Now my secret is out of the closet, and I'm glad. All these years I harbored it because I didn't want anyone to know I took a correspondence course and passed!

Pittman

Well, did Random House ever publish anything of yours? Bennet Cerf said he would never publish anything from a Famous Writers graduate. I'm not attacking what you did. I'm just saying a bunch of celebrities apparently sold their names, at least according to this article, and that hurt the image of correspondence study. I'm more opposed to that than to their instructional practices.

Katzki

You will have to ship Lucy to the University of Iowa to give her testimonial, right?

Holbrook (Audience Comment)

I'm kind of surprised and delighted that this has come up. I chaired the Accrediting Committee that wrote the report that proposed Famous Artists/Famous Writers Schools be closed. I think we've studied that program very, very carefully. Von, what I hear you saying, you are not criticizing the education they produced, you're criticizing the image that was created.

Pittman

It is still doing harm, Del. Whatever the merits of the case, it is still doing harm.

Holbrook

I wouldn't argue with that too much, except that I would have to insist that it would be fair to put Sister Jessica's article right along with the articles that were written pointing out all the foolish mistakes that she made, the misquotations and quotations from others of that crowd of authors that give a very different picture. It was a very poor article, and the thing thoroughly exploded. You might be able to use some of that material with the people who are giving you trouble.

Pittman

But you did close it down?

Holbrook

Not accurate. But, the reason it was closed down is why I wanted to stand up and say something about it. I was amazed at the quality of education they were doing. At the Famous Photographers School I sat and watched them work. People who were on their list came in there once a month and gave lectures to the instructors and I sat through some of those. I was really pleased with Famous Artists School. I didn't see as much of Famous Writers' as they really weren't functioning very well on that particular visit. The process was excellent. I felt sick that we had to close it down. The reason they were closed down was because they got a new president who decided that he was going to be a big conglomerate guy on Wall Street. He began buying schools everywhere and he was broke financially. It was on a financial basis, not an educational basis, and they could not survive. I agree with you. I think that's one of the heartbreak cases, because their educational products were superb. They were doing a first-class job educationally. They did a lousy job as far as their finances were concerned. It seems to me that this is something that sort of catches the mind, the ear. It's a good symbol, and we use it as a symbol. The other side of that point needs to be known as well. I think this case fits in very beautifully with the whole discussion this morning. I would like to end with just this, Carol. To get a broad perspective of that image problem, we ought to check the image problem in other countries where correspondence education is very popular.

I would say to you, I am glad that we have the problem that we have. In South Africa, the central core of the university system is a number of colleges and universities, but the heart, the flagship of their system, is the Unversity of South Africa Equitorial, which is totally correspondence. The same situation exists in Russia where more than half of the higher education students study by correspondence. In both cases, they are fat and insensitive. We have a little bit of a problem here, so we're fighting with it and it keeps us on our toes, and I say that's good. Let's keep struggling, we don't want to get fat and insensitive. I think if we can reach back 14 years to find something referring to a bad home study program that speaks very well for home study. I think also that one of the things that needs to be publicized more is the change that has occurred in the interim.

Katzki

Bob Batchellor--in the audience--you had a comment?

Batchellor (Audience Comment)

It seems that the university people have a problem with their campuses. Many key people won't listen to what you are saying. Key people who graduated are successful and really enthusiastic.

People who have had experience with it are enthusiastic. The image problem is with the other people who are prolific and there still is an image problem out there. It is affected by a lack of understanding. I get calls, perhaps a dozen calls a year, from people asking me, "What do you know about the degrees from the Grant School of Engineering?" or this kind of question. People do not understand what is going on. There is a suspicion but a willingness to listen and be convinced that this is an appropriate way to go. I think there is an image problem and we need to ask people not how they view correspondence instruction but how can we better present it.

Katzki

I think the burden is largely on us--correct?--to make that difference? Let's go to the last question that I have here, which is, What is the role of the accrediting agencies in State departments of education in helping us solve these image problems? I think John can speak to that.

Peterson

I can't speak for accrediting agencies, I try not to. I usually speak at them, but I would say that in terms of the State agencies that have the responsibility for the oversight of all proprietary or private education in the State of California, we have become the focal point and are looked at to take care of both consumer complaints and quality of programs. In California we actually open a new school every day and close one every day. In that process, there is a continual evaluation and review of the faculty, the curriculum, the resources, and the financial stability. Interestingly enough, when we come to a correspondence course or an external program, we actually run them through a much finer sieve. We look at the entire process. We scrutinize all of the lessons. We spend much more time on an external program than we do on the program that the resident chooses. Interestingly enough, in terms of complaints and problems that come to us, the greatest percentage of complaints have to do with refunds, and/or financial misunderstandings. In the case of a correspondence program, its all based upon the number of lessons completed, and there's no question; therefore, it's very simple to resolve. Where you get into a resident program, there's a whole process of verifying that a student did attend or didn't attend, what percentage time, etc. From the State agency's viewpoint, we first of all have to set minimum requirements. Those minimum requirements for operating are added to by the accrediting association, for example, in this case the National Home Study Council as well as the Western Association of Schools and Colleges. They make an extra effort in taking a look at what the requirements are for the external programs. Some of the regional accrediting associations are very suspicious of what's going on in external programs. They run them through the wringer that much more. I don't know, in the case of Mary Beth, what happens with Milt Stern and whether the Western Association of Schools and Colleges tries to take them on when they review your program. You can add to that in terms of what happens from a regional accrediting association.

Almeda

Well, my understanding is that regional accrediting associations vary widely in how they review programs and this has been one of the concerns of CPEC (California Postsecondary Education Commission). In our case, we are reviewed as a part of the continuing education unit.

Pittman

It's institutional approval rather than specialized approval.

Almeda

Right, which is as it should be, I think. And, in fact, one of the outcomes of Project ALLTEL (Project on Assessing Long Distance Learning via Telecommunications) is that programs delivered via telecommunications should be reviewed as a part of the program of the credit-giving institution. This is consistent with what's being done in continuing education already.

Pittman

At the university, our position is not that we are promoting correspondence study; we are promoting the University of Iowa's courses.

Peterson

That's an interesting point. One of the problems, though, when it comes to transcripts, many of the institutions are requiring that if it's a course taken by extension or correspondence, it must be so noted on a transcript. Even though the course happens to come from a regionally accredited institution. I think that's an unfortunate mistake.

Pittman

A lot of it has to do with athletics, strangely enough. This is because of athletic scandals, not correspondence study per se. The professional association of collegiate registrars (American Association of Collegiate Registrars and Admissions Officers) has recommended that grades of extension courses, including correspondence courses, be so denoted on transcripts. This is blatant discrimination, toward both the athlete and the methodology. But, it reflects an image problem within the universities. It is right there, written for the world to see on every student transcript.

Almeda

Why did that happen? Because there were abuses somewhere?

Peterson

Well, it's interesting. I know a little bit about that because we happen to be the recipient in California of many of the programs that are out of State. We have 31 out-of-state institutions operating that are regionally accredited and many of those were in the athletic area. NCAA is the one that blew the whistle, so to speak, on some programs in California. Because of that and the exporting of their programs through these extension programs, out of the purview of their own regional accrediting association, AACRAO (American Association of Collegiate Registrars and Admissions Officers) took the action that it did. It was very unfortunate and happened to be purely related to athletics. It did not have to do with the quality of any educational program.

Lambert

Carol, we would be sorely remiss if we didn't recognize the role voluntary accreditation has played in cleaning up the act during the past 25 years. In fact, two of the gentlemen who wrote the original accreditation standards are with you today, Joe Carle and Ted Estabrooke. We have tried to tamper with the language they crafted 27 years ago and haven't been able to change it very much. Every time we go to change it, we say, "Gosh, it's awfully good!" I can speak, I think, with the accrediting commission in saying the secret to its success has been that it is voluntary, a fact of nature that people like you are willing to go without pay and examine your peer group and to do it in an open and honest and rigorous fashion. Your qualifications are respected enough that schools can agree to have you observe them. If they measure up, according to your recommendations, they get accredited. If they don't measure up, they don't get accredited. I don't know how many of you realize it, but since 1972 the accrediting commission has removed accreditations, or there were resignations from accreditation, from over 40 institutions. Now with the membership basis of 75, it's amazing. We are the only accrediting agency in America with the majority of public members on it. Why? Because we want to be absolutely sure who gets accredited and who doesn't. We are one of the few agencies that we know of that has separate reviews of each individual home study course by outside subject matter experts. Before a course can be offered by any NHSC school, it has to be submitted. It is then reviewed by an outside person, frequently a faculty member of the university, and only when it passes muster can it be offered to the public. Finally, the NHSC business standards have done a great deal to secure a position, especially in the nearly 30 States that exempt NHSC schools from regulations because of the trust they place in the NHSC and its business standards. So, we are very proud of the role voluntary accreditation has played. American education is really envied because of what accreditation has done to make American education so vibrant.

Katzki

Well, it sounds like you really should be proud of what you are doing. NUCEA has some plans underway to train people to serve on accrediting teams. As Von and Mary Beth were saying, our correspondence education and continuing education operations are accredited as part of the institutional accreditation, but not everybody understands what correspondence education, continuing education, is all about. If you have trained people on those teams, I think that's one important way of addressing the image problem. I mean, if you have people saying, "Wow, this is wonderful and it's really helping you to take charge!" Does anyone have any questions of the accrediting experts up here? Any comments?

Audience Comment

Noting positive effects of marketing and how you can change attitudes, I know you can do a lot of good stuff with those releases you praised--USA Today, etc. Don't you think it is possible that there is a negative effect also? For instance, if you had, in my institution, a department of sociology that was running campaign ads in various magazines saying if you only take sociology courses you will be better prepared to do this and that you will be accepted by your friends, or whatever the approach might be? Don't you think that there would be a negative impact that would come as a direct result of the marketing effect in the academic community? Don't you think that some parts of the advertising media have generated their own negative influence? People disbelieve that you can achieve these skills or that the no offense school is in every way equivalent. Is there anything to that?

Lambert

I think you must approach it as a "marketer" and decide what it is you want to do with your advertising. If you want to use image advertising to elevate your status in the university, then you would write one kind of an ad. If you wanted to attract students to enroll in your course and sell that program, you would do another thing. I just think that where we are coming from is that we are interested in enrolling students in programs, training them, and getting them employed. So, if you pick up Mechanix Illustrated this afternoon and open to any one of those pages, you read the home study ads. You will find that every single word leads the individual consumer to act. I'm not really aware of these other things. I think it might be clever if you tried to write some ads along the Mechanix Illustrated model to see what happens. You might get some enrollments.

Katzki

Human interest stories are a good way to go about it in an indirect fashion.

Audience Comment

Part of the image thing is, in fact, within the University of Florida. I'm simply precluded from spending money on shoddy enterprises. What about all your admissions people?

Audience Comment

I have teenage children, a wife, and a girl ready to go into her senior year in high school. There's not a day goes by that she doesn't get 4 or 5 slick catalogs from colleges and universities all over the United States extolling the virtues of the institutions, painting that kind of picture. I'm sure that she doesn't see the seamy side of the University of Scranton. She sees what the university portrays as the campus or program and what she will get out of the institution. There's no difference between that kind of advertising and the kind of advertising you see done by proprietary institutions. And they got her name from the college testing service.

Almeda

At the University of California we have a very enlightened situation in that we do a good bit of marketing. However, I do know that this is a problem for some universities. Promotion, until the last 15 or 20 years, has been discouraged at many institutions because the university was "above" promoting itself.

Katzki

Bob, do you want to jump in?

Audience Comment

I read an article about a study on the effects of different types of advertising on enrollment. It showed that advertisements, while bringing some students to the institution, "often have the opposite effect of creating a negative image." I don't know any answer one way or the other but thought it was an interesting study.

Audience Comment

How many of the major institutions, for example, allow students to earn a degree by correspondence? There are still very, very few of them. That's where the image problem manifests itself.

Pittman

The head of one academic department in my institution refers to us as "the third world."

Audience Comment

I think that is entirely unpleasant. But, I have written down who shapes these images. The problem with image seems to be in the higher education community, rather than with the military students. I don't think you are going to find it with the religious students or the proprietary student.

Audience Comment

I'm on the Pennsylvania Board of State Proprietary Schools, responsible for accrediting and approving proprietary institutions in the State of Pennsylvania. You people shape the image of higher education or continuing education for the entire population. We have a program that requires a 2-week resident laboratory training session in Lafayette College where we lease facilities and use the instructors. Those people don't have to pass through the screening process for instructional staff that the correspondence people do, because they are Lafayette College faculty members. As long as they are a members of the faculty, they are deemed to be above reproach. Whereas, if we want to hire somebody to work on our faculty grading correspondence papers or writing instructional materials, we have to go through an entire approval program at the State level that says this person is qualified to teach through the correspondence method.

Pittman

It's an unfair situation because probably there is no area of higher education in which there is greater formal quality control, and yet more suspicion about quality.

Peterson

This whole area of transfer and acceptance of credits would take a whole day to discuss. I think that is the major problem

in dealing with a lot of the institutions in California. We look at the credit for life-experience-type programs and the processes they go through. It's really very unfortunate that there's no consistency. We have 106 community colleges and there's absolutely no standardization on the acceptance of credit from one of those community colleges to another one. And in some cases if a proprietary school in a community has worked out a good relationship with a local community college, they will accept everything. If a student brings in all of his or her courses completed in the correspondence program and allows the instructor or the admissions person to see it, the institution will accept everything. So it's a matter of the approach, educating and training our people on the process of handling transfers and seeking acceptance of those credits. The armed services in many cases will accept all of the correspondence courses from all of the DOD programs that are being offered by the Marines and the Air Force, etc. This is true in seeking jobs or getting into some of the institutions of higher learning. They have done a good job. The fact that the military has validated their course makes a difference. It is unfortunate that this is not true in other correspondence programs, no matter where they are taken. There is a lot of work to be done, and I think we have to do it at a local level to make people aware of what correspondence is all about.

Audience Comment

I'm from Canada. I had a choice of running a residence school or a correspondence school about 20 years ago. I chose correspondence simply because it provides a better part of your education than any residence school has. I see no problem with our image. I see a problem with people in our industry. You folks are the worst salespeople I've seen in correspondence school. How in the heck can any university that piles 100 students in a room say it is an educator? Now, in industrialized education, we are simply the best there is. It's personalized, self-based education. It's not mass-produced junk that, I'm afraid to say, many universities turn out. Let's get a few things clear. I had an argument with the ministry of education, I'm always having an argument with them. They said, "Chris, you haven't been a professor marking his papers in industrial design," and I said, "No." "Well, we can't approve that course." I said "Look, years ago, when you bought a shoe, it was made by a cobbler and that cobbler perhaps designed the shoe, chose material, and made it by hand. It was probably a reasonably good shoe. If that cobbler tried to turn out 500 shoes a day, what quality would he have?" Let's get back on these universities. There was one time when you had a personal instructor, in the old days a personal tutor, someone you could talk to, discuss ideas,

and somebody with whom to communicate. Now, these tutors would consider course suggestions, develop a curriculum, do research, provide notes, and give us this information on a personal basis, and sure enough would evaluate you in a prompt fashion. Now, that's what I say is good education. You try to do that for 500 students in a single room and you get a complete mockery of education. We have no image problem. We have a thing called turfsmanship. It means that some of the traditionals in education are providing a substandard product. They are frightened of people like us who provide quality control all the way down the line. Not only is our material better than that offered in comparable institutions, our marketing quality is better, our controls are better. Furthermore, the system we use provides a better quality graduate that can be turned out by universities or community colleges. If any of you disbelieve this, you can talk to the researcher. Simply put, I had the choice of running a residential school versus running a correspondence school. In the correspondence business, this is the best possible way to self-paced individualized instruction that can be delivered top quality--no image problem. Now, talking about universities, they are now using illegal and immoral ways for slandering your students. You stand for that. I don't. One of the things we have is this credit transfer. All right, I'll back my graduate against any graduate of any institution in a comparable course, and mine will come out on top. I think everybody else here will agree with that as well.

Audience Comment

It's true, we have to be a bit sympathetic. They are frightened people. They cannot produce the quality we're producing. They have the institutions that they can point to with pride, but more and more institutions are turning to industrialized education to get where they are going faster and they can achieve results. We have to take this quite seriously when we say we have this great concept problem. It's no longer a matter of saying the image problem is not that. A lot of universities are fighting for their ground, fighting for their funds. They're very, very frightened people. We must sympathize with them; we've got to detour around their fears. You have to show them how we can work with them. You have to show them how we can use their knowledge and expertise for providing courses and how we can use their excellence. We have to work with these people. I feel very, very sorry for us; we have to get them on the right track, in the right direction.

Audience Comment

You ask any student of this campus if The Ohio State University has a good football team and they'll laugh at you. Of course it does. Ask people from New England if the word Harvard says anything on your degree and they'll laugh at you. Everyone just knows Harvard's good. The very fact that we ask ourselves these questions indicates that we have a bad self-image, and I hope that we'll get to the point where we don't have to discuss the subject anymore in our conferences because we know we are good. The very fact that we publicize it is sort of like King Saul dying at the hand of the Philistines. David, in his response, said, "Tell it not in jest, go tell the enemy about it." Let's build our own self-image. Do a good job at educating. Let our students prove they are good. Don't even tell faculties because you will put the pin in their balloon. Just let the facts tell the truth. And I think we won't have to bother with this subject anymore.

Katzki

Thank you.

Audience Comment

I am Tony Tomko. I am representing the high school correspondence program out in Phoenix, Arizona. I have had the unique honor this past 8 months of visiting 586 high schools in 7 western States. I have identified two major findings. First, among high school counselors, principals, superintendents, and directors that I have talked to in the United States, high school correspondence is regarded as the last resort, because of the poor record of completions among high school students who have enrolled in high school correspondence courses. When we talk about a poor image of correspondence, and we're talking about the secondary level also, we are talking about that past record. Counselors know that most students who take a high school correspondence course are not going to finish it. That is the source of the bad reputation that I have found. Second, I would have to agree with Chris fully that I have found the biggest resistance to an out-of-state program such as ours (we are based in Phoenix). The bigger the school district is, the more resistant it is to even listening to me and giving me time to present our program because the staff is so threatened about its own job security.

With budget cuts the way they are today and have been in the past few years, more and more large school districts, as you well know, are facing financial difficulty. So, when correspondence program staff comes in and says, here, we can help you supplement your curriculum, the larger districts aren't receptive to it. The smaller, rural districts are very receptive to supplemental programs for correspondence. So, I think these are the sources of the image problem that I have perceived by visiting so many schools in so many States this past year. Basically, those are the two points I wanted to make. One, among high school correspondence programs, the main problem, as far as counselors are concerned, is a low completion rate, and two, larger high school districts are protecting their own programs and their own jobs. I'm not saying that I blame them necessarily, but these are my findings and I wanted to share them with you regarding high schools. I don't know what it is in university programs or proprietary programs or military, but that's the situation in the high school. Thank you.

Katzki

Thank you, Tony.

Pittman

I would like to recommend two articles to everyone concerning university-level education. Joyce Scott, formerly of the University of Wyoming--I understand she's moving to New York--has written an article in Continuum and one in Continuing Higher Education, basically saying that the whole reward system of the university has to change, and, in fact, that it is possible to change it.

Katzki

Are there any other university responses to what has been said?

Almeda

We have to believe in what we are doing and that what we are doing is a good thing. However, I think that the realities of campus politics are not easily changed. I think we all work in whatever ways we can to improve our relations with our faculties.

Katzki

Audience, did you have a response?

Audience Comment

Yes, I'd like to respond. I have to agree with Bob. I'm not sure you realize that your survey reflects the importance of one thing. It reflects what a great job you're doing and certainly you should be proud of it. But, I'd like to know how many of us have taken correspondence courses in the last year? I'm sure that we are all learners. That's why we are here.

Katzki

Do you want people to raise their hands in answer to that question?

Audience Comment

Yes, I'd like to have some idea of how many people took such courses. [Audience responds with hand raising.] Not bad! I'm surprised there are this many because usually people in correspondence education have not taken a correspondence course.

Peterson

This discussion reminds me of one of Schultz's cartoons in Peanuts. We have Charlie Brown walking around the deck of the ship, looking all perplexed. He comes up to Lucy, who is there with her little psychiatry booth and Charlie is saying, "I just don't know what to do on shipboard, I am really confused. I don't know which direction to go." Lucy says to him, "I'll tell you what, you get a deck chair and I want to see what type of person you are. If you take that deck chair and face to the rear, that means you are looking at the past. If you take that deck chair and you point it to the front of the boat, you are looking to the future. If you take that deck chair and you look sideways, that means you are satisfied with the present." Charlie says, "I understand that, but I can't even get it unfolded!" I have the feeling that sometimes as educators, in correspondence or whatever, maybe part of the problem is that we can't get it unfolded and we don't really know where we are!

Audience Comment

The last few days I have noticed, beyond any shadow of a doubt, that those of us who represent NHSC just plain have more spunk. I think that's because we have a healthy self-image, and I want to say that that self-image comes from a lot of help from the National Home Study Council. I am sure that I can speak for Mr. Lambert and President David Peoples in warmly inviting all of your institutions to join in some of the activities of the council. Please avail yourselves of our expertise.

Katzki

Thank you. I'd like to extend the same invitation on behalf of NUCEA, because we have a lot of fun, too, and we have some good learning experiences. As a matter of fact, NUCEA just got a big grant from the Kellogg Foundation, almost a million dollars, to do professional development of continuing educators--you know, conference and institutes people, deans and directors, independent study professionals, the whole thing. So, we're going to be gearing up to training ourselves, even more than we have in the past. I wanted to raise one other question, and that has to do with technology. We really haven't talked about that very much. But Tony raised the issue of completion rate. It seems to me that we might have a great opportunity here with technology if we don't let it control us and we control it. I know that on many university campuses a lot of hardware is already in place. People don't know how to use it. It occurs to me that telecommunications and independent study go together, and that one way of beating the politics on the university campus is by offering educated assistance to those who are looking at how to use technology. Are there any comments on that? We haven't really talked too much about it.

Peterson

If you are not familiar with the project ALLTEL, I think you would like to get a copy of their joint statement that was put out, but ALLTEL refers to the long distance learning via telecommunications, and this was sponsored by SHEEO (State Higher Education Executive Officers) and COPA (Council on Postsecondary Accreditation) and they have just completed a nationwide hookup a couple weeks ago. They raised some very interesting questions in taking a look at the whole area of telecommunications and the opportunities there. If you don't have a copy of their statement, I'll give you a reference for it after the session. I sat through and listened to that whole process they went through a couple weeks ago. It's an irony--a lot of people are willing

to accept the telecommunications process and the lack of validity or verification of it. It's just another delivery system of an educational product. At the same time, they are not willing to accept correspondence, with a proven process and product. I hope it doesn't prove to be the big dinosaur like a lot of the learning labs we tried a few years ago.

Katzki

You're right. If there are no other questions or comments, then let me conclude our panel. I thank both the panel members and the audience for wonderful participation. It has been a very enlightening experience and I don't think Martin has a thing to worry about when it comes to my taking over his job. Thanks.

Carol Katzki (Martin in disguise) is the Associate Director, National University Continuing Education Association. She is the liaison with NUCEA member institutes. Her major talents include working with people to achieve creative solutions to problems, educational and organizational conference development, and ability to understand and address complex conceptual issues and translate them into practical approaches to problems. Carol's capabilities are aptly suited to the moderator role.

Vitae

Panel of Experts Who Composed the "Martin Agronski" Panel

Mary Beth Almeda is Director of Independent Study, University of California Extension. Her years as an administrator and practitioner prepared her for the role she played on the panel, representing independent study at a major university. Her experiences in curriculum development, program administration, including faculty relations, and long-range planning added to the strength of her presentation.

Von V. Pittman is Director for Credit Programs at the University of Iowa. Von directs one of the larger independent study staffs on a university campus. His credit programs include off-campus classes, Saturday and evening classes, correspondence study, telecourses, and telebridge (multisite audio) courses. His experiences include teaching adults and nontraditional students through conventional and correspondence study format. This varied background added spice to the discussions.

John H. Peterson presently is Director of the Private Postsecondary Education Division of Education, State Department of Education, of California. He administers the State statutes relating to the operation of nearly 2,500 private postsecondary institutions that serve 500,000 students annually. These institutions include both degree- and nondegree-granting schools. John also oversees the State Approval Agency responsible for approving 1,200 public and private postsecondary schools for the Veterans Administration educational benefits programs enrolling nearly 80,000 California veterans. John represented the State departments of education and how they view correspondence education, including how they evaluate programs and services to be certain the student receives services for which he/she pays.

Michael P. Lambert completes the panel representing the National Home Study Council. Mike is the Assistant Director of the National Home Study Council. He has spent the past 14 years working in correspondence education and has developed numerous home study resources. His work in Washington has had impact upon correspondence education and the groups of people served.

WHAT CORRESPONDENCE EDUCATION HAS MEANT TO ME: PANEL OF CORRESPONDENCE SCHOOL GRADUATES

The final session of the Forum was a panel composed of students who had completed correspondence courses and successfully found jobs in their chosen careers. The panel moderator was Michael Mark, who is the director of Adult Learning Services at Ohio University. His responsibilities include initiating and developing new services for the adult student interested in educational opportunities. Mike supervises the coordinators of the Experiential Learning Program and the External Student Program. The panel consisted of the following individuals:

Jeffrey Bruck, service technician for Bruck Safe and Equipment Company, graduate of Belso Institute of Locksmithing

George Stevenson, warehouse and counter manager and outside sales, graduate of North American Heating and Air Conditioning Wholesalers School

Steve Gyuro, Chief Warrant Officer, U.S. Army Reserves, graduate of many Armed Services correspondence courses

Moderator's Introduction

It is good to be here. When I sent my vita, I left off my latest experience, which is a chicken farmer. (If you've been to Athens, Ohio, you can understand that!) In fact, that provided an interesting experience. We're in the process of hooking up with a computer outfit in California to do correspondence study by computer. I signed up for an economics course with them. It became apparent, after two lessons, why you have noncompleters. The instructor's value system and my value system from Athens, Ohio, were quite a bit different. Every answer I gave that instructor, which I thought was an honest answer on my part, got a bad grade on the assignment. So, there's more to distance education than simply writing down the words, sending them to an instructor, and getting feedback. It's not all factual.

I'm pleased to be here today, especially since it takes me away from doing an awful lot of work for the Ohio Board of Regents. We are about to go through external program review and that's what I've been doing for 2 days, attempting to put together the documentation. There's another reason I'm pleased

to be here--at most National conferences where professionals gather, we talk about research, we talk about program development, and we always refer to the students as the people we're serving in an abstract way. I'm glad this conference has taken the time to recognize and listen to some of these students who are participating in the services we provide. I've met briefly with the students and I'll introduce all three of them. One of them is not here today--Mr. Robert Madewell, who is an Ohio University graduate. I will introduce the others and will ask them to speak about three or four different subjects.

I would like these gentlemen to explain how they discovered their particular program, why they have pursued their studies in that program, what their motivation was for pursuing their studies, and to describe their experiences and possibly make some suggestions as to how to improve distance education.

Immediately to my left is Mr. Jeff Bruck, who is a service technician for Bruck Safe and Equipment Company in Westerville, Ohio. To his left is George Stevenson, warehouse and counter manager and outside sales representative for Columbus Temperature Control and to my right is Dr. Steve Gyuro, chief warrant officer, U.S. Army Reserve, and associate director of program management for the National Center for Research in Vocational Education. I'll ask Steve Gyuro to begin by telling us about the Armed Forces Correspondence work.

Steve Gyuro Comments

I'd like to start off by sharing with you some of my background in terms of correspondence participation. I started correspondence participation in 1959, so I have been at it a long time and have had the opportunity to participate extensively not only in the military program but also in civilian programs and programs with the private sector. I'd like to respond to the questions that have been placed before us. I also want to share with you my perspective of what are some of the benefits and some of the very positive dimensions of correspondence programs. In addition, I'd like to share with you what some of the things are that I would like to see happen in correspondence education that, from my perspective, would be very beneficial as a student.

I view my student days as being a lifelong process and as though you're not too bright--you've got to keep at it until you get it. So I plan to participate in this type of program for a long time. In terms of how I identified correspondence education, basically, I have to say that the military does an extremely good job. There's promotion, making individuals aware of that opportunity to take that option that they have--I think that it has a positive dimension. Most of my comments are from

the military perspective. As a sideline I have taught Officer Candidate School for 7 years and served 6 years in a reserve school--where the mission of the unit is nothing but teaching instructional programs--I think I have some background I can share with you.

Why am I pursuing correspondence education? I think there are a number of reasons. One is because with the way the military system is structured, there is a premium on education. Individuals' promotions, individuals' assignments, the ability to have different types of experiences are all important. For the most part, these three are very much predicated upon the level of education that one has achieved. The military provides a variety of opportunities to achieve a higher level of education. One way to achieve is by the correspondence program, which I think is extremely beneficial and very useful. In terms of why I pursued some of the private sector correspondence programs, they provided an opportunity for me to gain some knowledge, some information, in an area that I felt I was interested in. As an example, I've completed a course in wines from the Wine Institute of California and have, needless to say, enjoyed the fruits of that labor. But it was also an area in which I was interested. I didn't know very much and I wanted to gain some knowledge about wines and enrolled in the course. By the way, I passed. I did not drop out, but also wish they'd have had some built-in practical experience. I'll explain that to you later.

I think this morning all I've heard is graduate programs--I think that the ability of correspondence education to address specific areas of interest to people is a very important part. What motivates me I think is that the military has promotional opportunities, development as an individual, and self-interest --all good motivating devices. My experiences in correspondence have been very productive. Let me tick off some key ideas that I think reflect what I consider the strengths and positive benefits are: (1) opportunity--an important dimension or idea as it relates to it, not only in terms of military, but the private sector as well, (2) flexibility--the ability to direct my own time is extremely important--time is a resource and I do wisely allocate it, and (3) I've also seen in the military--and as I say, I've been in it since 1959--a much more deliberate, systematic effort of developing integrative programs so they're not isolated courses, but courses that add up; they're incremental, but they also aggregate.

In other words, one begins to take a program to develop a certain set of skills. The courses themselves, I thought in the past, were pretty much independent. Now I think that for me they began to build on each other. There's some rhyme and reason to

why I get what course I select when I select it. I can begin to see this when building integrative programs--I think that's important to mention.

Timely feedback is a very positive dimension and I think that's one of the very strong, very positive ideas. I've been in courses from universities where, in fact, correspondence feedback is a lot faster than it ever was when I had a class and a teacher. I think that's a very positive dimension, which provides the reinforcement, the holding power, for the student and a sense of participation in a program.

I think the assessment dimension of "go" or "no go" or ABC's, or "superior," "excellent," and so forth has been developing, and I think, over time, that has been a strength. In the early days of my correspondence courses in the military, it was a "go", "no go" decision--either you passed or failed. Now I sense there are gradations--one begins to get "excellents," or "superiors." You get a better feel for how you're progressing. That's important. Yet, there's a shortcoming on that part as well.

I think that correspondence education is a cost-effective and cost-efficient way to operate. The military, in terms of its programs, receives a very large payback per dollar investment in correspondence programs. So I think it's very beneficial. I'd like to see improvement, from the students' point of view, in the show of creativity and innovation in terms of interactive approaches. Whether that be, for example, on Tuesdays from 7:00-9:00 p.m., I have the opportunity to get on the phone to a toll-free number and call an individual with whom I can discuss my problems, my courses, and so forth. That's just one example. I think that all the interactive opportunities you can create for the students are important.

I was glad to hear this morning the concern for mediation. I think that is also important. With the growing use of microcomputers and, depending on what you read, in 5-10 years with every house having a dish on it that replaces the TV antenna, new avenues are created. The technology is all available and the opportunity is there. Military training, in my opinion, maximizes the potential of mediation, in terms of mock-ups, simulations, and models--it runs the entire gamut. They are far ahead of higher education, I can guarantee you that. I think that they need to look for ways to bring back correspondence education to the worker. I think that videodiscs, videocassettes, and more are opportunities that shouldn't be missed and I think they are going to help young students.

Another dimension that I think is important is that I sense a lack of substantive feedback, especially in the military. The feedback I receive is usually a mark of "excellent" or "superior" or "fair," or "good," but I never get any feedback as to where my weaknesses were in a particular course or what are the areas in which I fell down. Likewise I'd like to know what I do well, and I think there is a real need for substantive feedback, some type of interaction. I realize that that is fraught with a lot of problems, but I think this is an area where there should be some consideration. The more extensive use of projects in employing the idea of simulation would be useful. I recognize that would be time consuming on your end but, on the student's end, it would be beneficial. An example: in the military when a course involves a math exercise, an overlay or something of that nature has to be turned in, which makes a project mode where I have to do more than check multiple choice or true and false. I think as courses build in things that involve the students more, it gives a better experience to the students and they feel better about participating and feel they are getting more out of it.

I think this summarizes my reactions as a student and I hope correspondence grows and continues because I benefitted and I appreciate it. I'd like others to have the same opportunity.

Moderator

We'll have time at the end to field questions from you directly to the students. I thought it was interesting that one of the first things Dr. Gyuro mentioned was one of the benefits of distance education was promoting self-interest and then the first course he mentioned was wine tasting.

Jeffrey Bruck Comments

I studied out of Kansas City, Missouri, through the Belso Institute of Locksmithing. The courses they offered were great, I really enjoyed them; I'm still in them now. I've been taking courses for 1 1/2 years.

The first 30 courses are the most interesting. The last 25 are so-so. You begin to lose interest on the last 25. They keep interchanging true-and-false and yes-and-no questions with hand work, which is interesting because you don't get bored with each lesson.

The first five lessons I had--they sent me lawnmower repair instead of locksmithing--it was kind of interesting, but I would rather do locksmithing.

They sent me five courses each time. You mail those courses back and they send you five more courses--if you pass the first five. I think this is a good idea because there isn't any sense to having 30 courses at once and you only pass 1 packet in each lesson. You can lose interest. The only reason I stayed with it is that I've been in and around the banking (safety box) equipment and locksmithing trades for 10 years. My dad has been doing it for 45 years--that's what kept me interested. I was 12 years old and I was cutting safety deposit box keys for my dad.

There is nothing like having experience before you take a correspondence course: if I hadn't had experience I wouldn't have been interested. They would send out flyers about once a week to sign up and join. The cost is very low compared to what you can do with the motivation and skills that you do learn. It pays for itself in less than a week.

About every 6 months someone designs a new type of lock. You can always get the information on the lock from Belso, whether it's new, came out a week ago, or is coming out in 8 months. They keep you up-to-date as you go along with the new technology they are coming out with in the security field. Whether it's home alarms or car alarms, automobile locks, whatever is new, they send you the information. They send you catalogs on updating the new cars, how they are put together, and what's the easiest way to repair them.

Doing automobile locks and house locks is what interests me. I like to talk to people. I like to go out and meet people. If you can get along with people, you can make out well financially. So far I feel I've done a pretty good job here in Columbus. It does help when you have someone to back you, as far as motivating you and saying, "It's time to work on this, let's get it done."

The license is what really makes the difference. Then you can do anything in the field that you wish, without having a setback of someone saying, "You can't do this, you're not licensed."

There is an enormous field. We started our business here in Columbus and have expanded all over the State of Ohio. We have even gone to Florida, Indiana, and Kentucky. There are a lot of people in the business here in Ohio that have no business doing it. You'll have a company starting out with the owner taking the correspondence course and instead of paying the people

he hires to take the correspondence course, he will teach them what he has learned through the correspondence course. In their own respect, they won't be licensed. There are a lot of companies here in Ohio that work this way--"fly-by-night" operations.

Correspondence courses are good because they give you the self-satisfaction of accomplishing what you wanted and knowing whether you want to carry it on as a career or not. That's what I have done and I am very satisfied with the work I do. I like spending my vacation time here today. This is the first time I've had a vacation in 4 years and I'm kind of enjoying it. The correspondence courses are very good; especially if you have a question--you could always write or call them on the phone. I would call if I had a question or needed to know something about the equipment I was working on at the time.

Moderator

I think it's interesting that that delivery system has enabled him to keep current, keep right on top of things--as close to a week or month after new products are out. At Ohio University it takes about 6 years for a textbook to go out, 3 more years to convince the professor to write a new course; but we try to stay current.

George Stephenson Comments

My name is George Stephenson and I'm from Columbus Temperature Control, which is a wholesale firm in the heating and air conditioning industry located here in Columbus.

The home study program that I have taken is called NHAW, which stands for the North American Heating and Air Conditioning Wholesalers. Mine is more based on technology knowledge than self-improvement, but I think they go hand in hand. My boss is the one who motivated me to take the courses that I have taken. Half of it had to do with monetary gain, which I always enjoy, and the second half was self-betterment. I might add that the next course I take will be public speaking. I am a salesman, I'm used to one-on-one confrontations. But speaking to you is scaring the heck out of me.

What I found was I went to college and didn't do very well. I was a high school graduate. "Thank God," my father said. I married and now have two children and found that I didn't have enough time to go to school. I came up with all kinds of reasons why I didn't need to go. I find myself falling behind in my own profession--after 11 years I'm still not sure it is the profession I want to do, but it's what's making my money and putting food on my table. I feel that by taking these courses, I want to make myself a better person, which in turn makes my company look better, which in turn . . . it's a full-cycle situation, it comes back to you all the time. You say self-betterment, which that's what I want to do it for, but I also enjoy the money in my pocket.

The courses I have taken included one in counter service and sales. I have been in sales for 5 years. I read this book and found out I was doing it all wrong! No wonder I had been losing money. Another course was on the fundamentals of cooling and heating. All this came about through my boss, Lou Walsh, who has helped me immensely. With the program he has established, he will pay the costs. Let's say a course costs $60. If I don't pass the course with an A, he still pays the $60. He will pay me an additional $30 (half the cost of the course) if I can pass with an A. He always asks me about a course. "George, what have you learned?" I always say I learned a lot, and I do. As long as I can keep taking the courses and saying that, I'll be very rich, very soon.

The NHAW, luckily, is a National organization based here in Columbus. When I receive my packets, it is a lot easier for me to go to Bud Healey, the director, and say, "Bud, I don't think this is right." What I like about NHAW is they want a lot of feedback. They want to know why you're taking the course, what you expect from the course, and how long it took you to take the course. I always take the time to fill out the pamphlets, because it helps me as well as them.

Right now I have enough knowledge to be very dangerous. I can blow up a boiler anywhere in the United States! But also from what I have learned, I can understand more what the customer wants and needs. Over the counter and face to face--I know the customer needs a product. There may be 15 products that can do what's wanted. What I've learned so far in some of my NHAW

courses is what product to pick for what job. I can advise him on the best choice. It has not so much to do with money as it has with doing the right job at the right time.

I agree with my fellow speaker, there are also a lot of "fly-by-nights" in the heating and air conditioning industry. I've learned to ask four or five questions through the NHAW courses. They help the customer think through what he needs without him feeling badly about himself. I know I must give the customer enough information about the product because he didn't know exactly what he needed. When I give this guy a gas belt, I know he is not going to go blow up his home, his children, and the next door neighbors. So, the courses helped me there. I have found that I could take 2 hours every Sunday, send my kids out in the yard with a squirter or something, and study. I did it religiously (and I am not a very religious person) but I managed to do it for 2 hours every Sunday; I turn off the football game and get into it and do it.

I find that it is helping immensely, and I plan to take four courses and be more dangerous as time goes by. If you see something blow up outside, you will know that I am learning something new every day.

I also have some employees that report to me. When you work for a company of seven people, it's not a very large company. There is one person behind me. He's taking courses now. I can't let him catch up to me. Everywhere that I go I see servicemen. They and everybody up to the executives can take courses there on professional selling. Other than that, most of the courses are very technical background on equipment.

The procedure used at NHAW is basic and fundamental. If you swallow that, then we're going to put a screwdriver in your hand or give you a burner to work with or something. They want to make sure that you grasp the fundamentals and then move on. It's kind of like taking math, geometry, algebra, and trig. If you can't add one and one, you don't need to be working with slide rules because you'll be lost. That's what I have gotten out of the courses. I found out about it through my company. I studied this to improve myself because I was tired of saying to customers, "Oh, sure, we've got that part," and then slipping back to my boss and saying, "What is this part?" The motivation behind it was monetary at first, but then self-improvement. The only adage I'm going to use through my life is "What I've learned is that I have a lot more to learn." Thank you very much.

Moderator

I want to open it up for questions. I just want to mention that there are a couple of common themes that seem to be running throughout--self-improvement, whether it be top, middle, or lower, is one that they have all expressed. Professional gain, whether it be licensing, certification, or promotion, is another one. The third one, and it's particularly important if you're not going to blow up the neighbors, is the updating and the acquiring of new skills. I think we're all on the right track when we think of that part of the service we provide the students. It's good to hear it being reinforced here, particularly from students. Let's open it up for questions now.

Why Is licensing So important for locksmithing?

It doesn't make any difference in whatever career in which someone is, licensing is important. That would be the same way as myself being a locksmith in my trade or asking to teach me how to do heating and cooling.

There's a lot of "fly-by-nights" here in Ohio. Unfortunately, there're a lot more fly-by-nights than there are licensed people, especially around the Cleveland area. That's why they have all the stolen cars. A lot of people feel that if someone is licensed, they're going to get their money's worth.

You might not be able to find him for 2 or 3 weeks, if you have a problem. A "fly-by-night" is going to be there today, but he's not going to be there tomorrow.

There's some hot programs here in Ohio. A good example is the JACs, not only in Columbus, but in all the small cities around that offer locksmith services. The only problem was they were having a construction company put on the locks. If something goes wrong, who's going to have to pay for the first year if they have a problem with it. The construction company is not going to come back out and fix it. The manufacturer's not, because most of the manufacturers prefer to have licensed locksmiths install and repair both the new locks and even the old ones.

A lot of people feel that if you have a license, you're going to charge twice as much to fix a lock. That's why everybody in the Yellow Pages advertises AAA anytime. There's a lock doctor and there's a couple of other ones that're owned by an electric company, of all things. The gentleman that does that is, he's a nice guy, but he's taking a correspondence courses and stuff. Locksmithing is great. Safe repair is not. Every safe

is different. He uses all the high-tech words that my father doesn't even understand. My dad's been around for quite a while.

We try to teach people here in Columbus, not only about ourselves, but about other locksmiths like ourselves that are licensed and that belong to the locksmith association. My dad's chairman of the board. He started the association and once a month we get together to do presentations on new automobile locks, or on safes--how to work them, how to open them, how to repair them. It's the idea of sharing information. It's just switching information, but everybody's in a group. If you need help, you call them and they'll help. As far as the evaluation goes, having a license is a good thing.

What was your motivational force? Where did you study?

The best thing I did--I needed an environment around that reminded me to do it--so I studied at our shop during the day.

Did your father encourage you to take the locksmithing course?

No, I really took the course voluntarily and I was going to pay for it myself. After about the first 10 lessons, my brother, who is employed by my dad, too, decided that since I did my first 10 lessons so fast (in about 4 days) he would pay the full amount and that was it. About the first 3 weeks after I completed the 30 courses, it had paid for itself.

All I was taking was "bonehead English" and "bonehead Math," and I have a bonehead. But I found with the home study program I could take it on my own pace. If I had to read the page five times, I did read it five times. If it took that many times to understand it, I read until I understood. I wasn't worried about holding back the rest of the class because of my being slow or fast. I paced myself and I learned to learn. I learned much better through repetition. If you put something in my hand and tell me how it works, I'll tear it apart and put it back together again enough times that I get pretty good at it.

That's why the home study program is just reading and rereading and rereading and visualizing what's going on--and it's very easy in home study to cheat. But you're just cheating yourself. I can look at the back of the book and get the answers and get an A+ all through the course, but then I'm not really getting anything out of it. The employer is not getting anything out of it. I'm getting some money, but that's cheating and that's not what I wanted or how I thought he wanted me to do. So, I guess the point I'm trying to make is that I was able to

take more time, slow down, and learn at my pace and not worry about the Pakistanis or closing my book and getting out of the course. Do it my way at home, and my wife wasn't going to beat me if I didn't do it. My kids keep out of the way. I did it because I wanted to do it, I did it at my own pace, and I wasn't distracting anyone else by doing it that way. I learned better that way.

Moderator

On behalf of everyone at the conference here, I would like to thank all three of you for making yourselves available and sharing your experiences with us. We're up here for questions if you have any after the session. Thank you.

Michael Mark obtained his doctorate in adult education from the University of Georgia. His present position is Director of Adult Learning Services at Ohio University where he supervises an external student program and a program on assessment of prior nonsponsored learning.

TEL TEST: IMMEDIATE FEEDBACK ON CORRESPONDENCE EXAMINATIONS

TEL TEST is a method of objective examination grading. It is done at a distance, providing immediate feedback. When a student is ready to submit examination responses, he/she dials the toll-free TEL TEST number on a touch-tone telephone. The touch-tone dial then becomes a computer keyboard which inputs the responses directly into the student's record in the mainframe computer in Scranton, Pennsylvania.

Human voice phases have been programmed into the computer, and upon completion of submission of examination responses, the student is given his/her score and reference page numbers in the lessons which relate to the items missed on the exam.

The student score is electronically filed in the student's personal record, and shipment of any lesson materials due is immediately triggered--to be sent out within 24 hours.

The system components include an IBM 4361 mainframe with IBM 3370 disks holding the student records. To enable TEL TEST to function, the Periphonics machine (provided by a division of Exxon) is attached to the mainframe through a normal (3270) terminal port. The telecommunications link to the students is the AT&T 800 WATS service. The student must have a true tone-producing telephone in order to communicate.

Periphonics equipment costs are around $100,000 but are variable (upward) depending on the number of lines and seconds of response time desired. TEL TEST employs a custom vocabulary of over 155 words and phrases, which has cost about $20,000 to record and imbed.

A key element is having student files and exams on a computer and accessible in a real-time mode. Ongoing costs are about 30 cents a minute for connect time on 800 WATS plus small charges for user access and time on the mainframe.

TEL TEST was inaugurated in March 1983. Two tests involving more than 5,000 students in control-test populations revealed that somewhat more than 20 percent of those offered use of TEL TEST actually used it; and those using it submitted from 10 to 17 percent more exams than nonusers. Surveys of the test population revealed that lack of a touch-tone phone in the home was the greatest deterrent to use.

Telephone company statistics show that about 50 percent of all homes in the United States have touch-tone, and that 95 percent of all central offices are equipped with touch-tone compatible switching equipment.

National Education Corporation will make TEL TEST available to other schools through link-up of our Scranton mainframe computer. For further information contact:

Leonard Valore
National Education Corporation
200 McCormick Ave.
Costa Mesa, California 92626
714/549-4200

Leonard Valore is Chairman of the Research and Education Standards Committee of the National Home Study Council. He has been with the National Education Corporation as Vice-President, Education for Independent Study Division. His responsibilities include formulating and implementing new courses and revisions for International Correspondence Schools and North American Correspondence Schools. All of his experience has not been in correspondence education. He has years of service in California's public high schools as science and math teacher, counselor, assistant principal, and principal. He brought to the Forum a new and unique idea for telephone testing.

HUMANIZING STUDENT SERVICES

When we discuss student services, it must be made clear that we are not referring to humanism per se, but a personalization of our service organization. In order to survive, we must maintain a "we care" attitude in our search for excellence. Personalism stresses the significance, uniqueness, and inviolability of personality and we must strive to remember these features of personalism when approaching human services.

My qualifications are those of a generalist and it is an enviable position in my opinion. You people are the real experts and your ideas and opinions are important. As a generalist, I am in a good position to direct your approach.

Like H. Ward Beecher, "I don't like these cold precise, perfect people who in order not to speak anything wrong never speak at all . . . never do anything." Thus, you all had better keep this discussion moving or I may decide to chastise you by reverting to my prepared speech!

By method of directing your approach, I have broken the topic down into component parts which I will introduce and then propose questions in a forum section following each subtopic. These subtopics are:

I. Supervision (management)

II. Marketing

III. Andragogy in Course Design

IV. Records

V. Teaching (instruction)

I. Supervision

Management styles and attitudes set the tone for the rest of the organization and theorists have proposed numerous tools for management use which include a personalized attitude toward the employee. Theory Y represents an approach to accomplishing work through others which is based on a recognition that people want to do meaningful work and that, if given the opportunity, they will act responsibly and creatively in order to make their work meaningful. Using satisfaction of human needs as a motivational factor for employees, permitting creativity, and providing

employee freedom within a framework are all aspects of participatory management.

Let's chat a moment about these four important issues. You may want to jot them down so that you can use them for further reference:

1. What can you do in management to encourage workers to be more personable?

2. What management style is most advantageous?

3. What kind(s) of workers are most people oriented? How do you select them?

4. How can you train employees to show personal interest?

Why not discuss these issues with your co-workers or, better still, with student workers?

II. Marketing

We really shouldn't need the Federal Trade Commission if we practice honesty and worked to avoid false, exaggerated claims. Advertising should be of current, timely design and, for the sake of the consumer, should be factual in content and full of information to alleviate questions, correspondence, and problems. This attitude reveals a personalism toward the customer that can be extended to include a sincerely helpful, rather than pushy, attitude on the part of the sales staff. The consumer should be able to hear the smile in the representative's voice whether in person or over the phone.

Public relations is the constant of any good marketing strategy. The products and services should be provided to the consumer in such a way that the best meets the human needs of the consumer, and which best addresses the needs of the staff providing the service.

At your next staff meeting ask these questions:

1. How can advertising say "We like you," "We care about you"?

2. How can you train sales people?

3. How can public relations be done economically? Unobtrusively?

4. What dangers are there in working with ad agencies? How do you work?

5. How do potential customers detect phonies?

Now that these questions have been answered, plan good advertising copy, and establish a routine for sharing "how to train" sales persons in your organization.

III. Andragogy in Course Design

In his text The Modern Practice of Adult Education: Andragogy Versus Pedagogy, Malcolm S. Knowles presents the etymology of andragogy and the difference between andragogy and pedagogy. The words both have roots in the Greek with the use of agogos meaning "to lead," while the word aner- (with the stem andr-) meaning "man" is substantially different from the stem paid-, meaning "child." Knowles stresses the importance of recognizing the different teaching needs of adults and children and warns that educators must be careful not to approach teaching adults as if they were children.

There are quite a few important points in applying andragogy to curricula. We must provide what the students feel that they need as well as skill (career) opportunity. Adults are almost all voluntary learners and they do not continue with a learning experience that doesn't satisfy them. Information presented for adult use must offer a wealth of content, progressive difficulty (going from the known to the relatively unknown to ensure success), and a format that speaks to the student. The use of behavioral, student-centered objectives may be helpful and the material should provide challenges. Adults are concerned with the contemporary, real-life issues they must face and course material must reflect this attitude. The clarity of the material presented and valid and reliable methods of measurement must also be addressed. A variety of delivery systems make it possible to reach a greater number of people yet, when considering computer applications, we must decide if we are going to provide computer-assisted instruction or computer-assisted learning, which is more student centered.

Here are important issues to discuss now. Listen to what each of us has to share, but do carry these issues back home with you:

- What elements in courses say to our students, "We're glad you've joined us"?
- What about computer-assisted learning versus computer-assisted instruction?
- What distinguishes your course from any other course on the same subject?

IV. Records

Record-keeping methods reveal a great deal about how we actually feel about our students. In order to present the best image possible we must strive for fast turnaround times for exam results, certificates, etc. The materials should be delivered to the student in a prompt, organized fashion and these materials should be complete and accurate. We need to treat student problems as if they were the most important thing in the world and we must listen. We don't need to interrupt the student with the answer to the questions we think he or she may be asking, we need to really listen and try to empathize with the student's position. If we don't know the answers to the questions the student is asking, we need to find them and share the information.

Here are some things to consider. Can you give positive response to these?

1. How can clerical workers make a better impact on students?
2. How can computerization avoid a "dehumanizing" image?
3. What can we do to make record keeping more personal?
4. What instructions would you have given to your workers as to their treatment of students and their records?

Now that you have heard these discussed, do you have some positive approaches to these issues?

V. Teaching (Instruction)

In a course by correspondence, the course instructor personifies the entire school. We must remember that in constrast to the students' prior social education experiences, correspondence courses are primarily solitary experiences. Students by correspondence are lonely out there and we need to be positive, supportive, and real for our students in all our dealings with them. We can indicate our support and confidence by incorporating simple ideas like using the student's name or writing legibly or praising student accomplishments. As in a residence classroom, we need to ensure that the course and the instructor challenge and motivate the student. We must be helpful but not overly helpful, answer questions or indicate where answers may be found, give study hints and provide supplemental materials. Verbal reinforcement can be critical in a correspondence course; verbal indications of confidence and pride in a student's work, compliments or congratulations on a job well done, and applicability of new truths learned all serve to motivate a student and humanize correspondence instruction.

Let's give some forum examples of the approach we should use in communicating to a person whose whole orientation to education has been social. List some methods that can be used to indicate support and confidence in the student. How does one motivate a student whom is not seen?

Thank you for your attention. Please carry home a few ideas as discussed here today. Humanizing student services may spell the difference between a successful course and a failure. I'm certain all of you are aware and do try to personalize your services.

Paul D. Wieland is well known in the community of Christian correspondence educators. He has, at different points in his career, been both a teacher and an administrator, as well as pastor of Christian churches. Paul has been a member and office holder in many religious and educational associations. At the time of this forum, Mr. Wieland was Director and member of the faculty of the Correspondence School of the Moody Bible Institute and President of the Christian Correspondence School Association.

THE ROLE OF THE PUBLIC SCHOOL IN CORRESPONDENCE EDUCATION

Almost everyone has seen something of Alaska, such as Mt. McKinley, if only in pictures. You probably already know about Alaska's vast size, its abundant wildlife, rugged coast, and its incredible beauty. Alaska, a land of contrast, ranges from lush rain forests in the south to frozen tundra in the north. Alaska compares with the second largest State in the lower forty-eight. Alsaka, you see, is large enough to insult every Texan on earth, and that's pretty darn big.

Alaskan superlatives revolve around the State's fabulous land, its history, and its people. This program is about distance education, and correspondence study. But before we get into it, we would like you to know a little bit about Alaska, starting with the city of Anchorage. The idea is to tell you where and how our students live. This is Juneau, the State capital. Alaska has both large sophisticated cities and small towns such as Kotzebue located on the Bering Straits, Barrow located above the Arctic Circle, Klawock in southeast Alaska, and little Ninilchick located on the Kenai pennisula.

Alaskans live a variety of life-styles from the simple to the sophisticated, and almost everything in between. When it comes to transportation, Alaska offers many ways of getting around, including the Marine Highway. This maritime system connects island communities to the mainland. It's important because there are many cities of Alaska that have no way in or out by road, only by air or by sea. There are more pilots in Alaska per capita than anywhere in the country. Airplanes are an important means of transportation and recreation. Some people still use dog sleds to get around the North Country, and "snow-gos" or snow machines are also very common. Other people use boats for basic transportation, for recreation, or for making a living. Commercial airlines serve all parts of the State.

Of course Alaska abounds in wildlife. Everyone knows about the thousands of caribou in one herd and how they migrate through an area and absolutely clean out vegetation. Bear, moose, wolves, and salmon lure hunters by the thousands from the mainland to Alaska's fertile hunting and fishing grounds. In sports, Alaska is a year-round recreation paradise.

Because of the size of the State and the distance between people, coupled with the difficulty of travel and severe weather, Alaska has developed the country's only public correspondence study program. Students have been learning by mail since 1939. Centralized correspondence study, or CCS, is operated by the Alaskan Department of Education as free public education. CCS was originally established for students who live in the remote areas far away from a school. But today it is also used by families who travel, who live in lumber camps, or who live on fishing boats. CCS is preferred by some parents who simply prefer to teach their own children at home. In this way the CCS serves as an alternate school. For example, a family that lives in a one room cabin on the Kenai pennisula, fishing in the summer and staying through winter, uses the CCS program.

CCS offers a complete instructional program from kindergarten through 12th grade. CCS also provides adult education courses and prepares adults for the GED (Graduate Equivalancy Diploma). CCS is fully accredited by the Northwest Association of Schools and Colleges. The school is based in the State Department of Education in Juneau. CCS operates year-round and all educational materials are supplied at no cost to the students. The material includes everything needed to complete the course. Students are given daily lesson plans to follow as well as homework and enrichment assignments. Students take self-check quizzes as well as exams which are administered by the parent or home teacher. Our students work independently and soon learn about self-motivation and discipline in the process. After assignments are completed, the lessons are mailed to the CCS advisory teacher in Juneau, who evaluates the student's work, makes note of progress or lack of it, and supplies any help that may be needed.

The lessons are mailed back and forth between student and teacher, and they also get together by telephone. Most of the courses are produced by CCS. The courses are tailored to meet special needs of Alaskan students and all the courses are designed to meet the highest educational standards. With a small group of professional faculty and staff, CCS serves more than 1,000 students each year. This gives CCS the least expensive and most cost-effective educational program in the State. As the record shows, most CCS students test as high or higher than the National average. Among many educational services offered by CCS is a library with more than 10,000 volumes. Students receive a library catalog book and a library card, and they can check out books by mail. CCS offers counseling services to help students

plan high school courses and explore career and college opportunities. The counselor monitors the progress of students and keeps in touch by phone. Other services include publications such as the Forty-Niner (a newsletter for parents and home teachers). School newspapers and teaching tips for home teachers are also provided. The goals of CCS are like any other public school--to prepare students to become productive citizens who contribute to society. The main difference between our school and most others is the fact that we are operated in Alaska with its vast open countryside. There may be thousands of miles, mountain barriers, and harsh weather separating students and CCS teachers. This brings a special meaning to the phrase "distance education." We take pride in bridging the distance with professionalism and with a sense of duty to the students.

Three-quarters of Wanda Cooksey's experiences in education have been spent in Alaska. She has been teacher, counselor, administrator. Her work has carried her to the far away rural areas as well as the large urban cities. Wanda initiated guidance and counseling programs in Alaska. Her present position is that of Superintendent of Centralized Correspondence Study serving 800-1,000 students throughout Alaska studying at home in grades K thru twelve. She developed an outstanding statewide alternative school from a miniscule program area.

INCORPORATING ACTIVE STUDENT INVOLVEMENT INTO THE DESIGN OF A VOCATIONAL EDUCATION CORRESPONDENCE COURSE

Introduction

When I received the announcement about a conference dealing with correspondence education sponsored by the National Center for Research in Vocational Education, I took a look at the correspondence course that we have at Southern Illinois University in vocational education. Was there anything in that course that I felt I could communicate to other professionals, that would start a dialogue and help us all continue to grow in the profession? After analyzing its components, I thought there was. However, I come with a little trepidation. Hal Markowitz referred to the article I wrote about Southern Illinois University's program, which is a fairly young one. Looking around at some of the people who are representing university correspondence programs around the country, I may be a little frivolous in getting up and speaking to some of you . . . not only to those of you who have worked in university settings but, of course, those who are associated with the National Home Study Council.

Nevertheless, I hope to introduce an idea or two which might help us all with the problems we encounter in course design. While correspondence instruction has been a component of many university outreach programs for almost a century, there are still a number of institutions which resist the concept with the adage that such an instructional format is of "poorer quality" than stand-up (live) instruction. Directors of independent study programs nationwide have documented the success of their programs with course completion rates, final grades, and reams of other data supporting the positive aspects of correspondence instruction. And still, there are the critics.

As an innovator on my institutional campus, I was faced with the fact that "they" (the faculty) just do not consider that quality instruction exists in correspondence. Perhaps many of the critics of correspondence or distance education realize instinctively, although they are not ready to conceptualize it, that there is an attitudinal quality to the relationship between the student and teacher that can be lost when the interaction is reduced to the printed page. The answer to quality issues is to insure that the instructional design is very sound. Significant learning requires that the instructor communicate a sense of concern for and interest in the student's progress and understanding.

This can be achieved on the part of the course designer by careful analysis of the course structure and inclusion of

elements that will further a sense of presence and that will extend the student's world beyond the course syllabus.

I understand that Frank DiSilvestro gave you a very good overview on the construction of correspondence courses. I do not wish to repeat any of what he has said; you are familiar with Keller and Sherman,[1] Mager,[2] Locatis and Smith,[3] or Kibler, Barber, and Mills,[4] well-known professionals in the field of instructional design.

Instructional objectives must be carefully detailed at the outset. The written assignments that appear in your course study guide have to be very clear. It is necessary to motivate the student; you have to utilize the text effectively. All of this emphasizes cognitive recall of material.

Cognitive recall is a very sound and very enviable objective to strive for when educating students. However, it sometimes can fall short when students get so involved in the printed page that they lose sight of the fact that they can be learning outside of the text, outside of those audiovisuals. The student in the average classroom is interacting with the other students and the instructor in many informal ways.

One of the courses developed for the Individualized Learning Program of Southern Illinois University at Carbondale is VES 464. A major component (40 percent) of its structure is a set of assignments that require students to learn actively through involvement in agencies and educational organizations. This is not a "new idea" in normal instruction. It is quite common for an instructor to give one or more assignments to students that take them out of the classroom. However, it is less commonly practiced in correspondence-type instruction that conveys conceptual information in a "pro forma" fashion. In both types of instruction, it should be done more often, wherever the course objectives would be best served by this type of assignment.

VES 464

Vocational Education 464, Special Needs Learners and Work Education, was developed 3 years ago in response to P.L. 94-142 and 94-482. The course utilizes audiovisual materials that were developed pursuant to a contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First St., Springfield, IL. The course materials consist of study guide, audiovisuals (including color slides or color microfiche), and text. The study guide provides the framework of the course.

For those of you who might want to start a program on a shoestring, I suggest that you look, as I had to, for alternate materials where you do not have to foot the entire bill. These materials were of high quality; they had been evaluated and were being used in informal settings in credit-free instruction, but they had not been integrated into a credit correspondence course in the State. When they came to our attention, we decided to utilize them.

We hired an individual in the special education department to work with vocational education teachers in developing a full course around them. They developed the instructional objectives and the assignments; they integrated the entire course, putting the audiovisual materials into a framework.

This study guide lists for students what they are expected to know from each lesson and how they should go about learning it. It includes all of the course assignments, as well as amplifying comments about specific concepts. During the first few units of the course, students must learn the characteristics of special needs students. They are required to read certain chapters in their text and send in a number of assignments which indicate they understand the differences between various handicapping conditions. They are introduced to the type of learning programs which are beneficial for such students, specifically the IEP, individualized education plan.

VES students have to be able to distinguish differences among those they will teach who have various handicaps, and then they have to become familiar with the means to develop an individualized program of study for each of these students.

This is the same type of information that a student takes from any textbook. However, once the student has completed the initial assignments in the course and it is clear to the instructor that he or she understands most terms, the student then goes into the field and visits a variety of agencies and organizations which serve the special needs student. He or she assesses the quality of the service of each of these agencies, the types of clientele served, and the general purpose of the agency. This calls upon the student to integrate his or her knowledge, to go beyond merely regurgitation.

These assignments call upon the ability to integrate the knowledge gained through responding to questions in the study guide with the uncertainties of the real-world setting.

One of the major advantages of requiring students to visit educational institutions and vocational rehabilitation agencies is that it provides for some serendipitous learning that the syllabism of the average correspondence course doesn't allow.

Serendipitous vs. Syllabistic Learning

Most correspondence courses are extremely structured packages, providing students with clear points of entry and exit. Students are given a set amount of information which they are expected to memorize and regurgitate (in set intervals) in the form of exams and quizzes. This provides an excellent format for assuring that a minimal amount of information is covered and a minimal amount of understanding takes place. This type of instruction ties learning directly to the course syllabus. What it does not do, however, is provide for learning that is incidental or tangential to the main body of information presented.

When students enter a library to search for a magazine or book, they frequently find related information in other sources close by. They may ask the librarian for assistance, which leads into additional conversation about the subject being studied. Learning is taking place serendipitously, haphazardly, and by chance. New avenues are being opened that expand the student's understanding. Because a correspondence course not only ties the student directly to the materials presented but also limits his or her contact with others, including instructor and students, the student does not have the opportunity to ask additional questions, to "fine tune" his or her understanding of the subject. There is no reason, however, that a course designed for distance education, which relies heavily upon textual materials and prestructured audiovisual materials, should exclude other forms of learning as well.

This is sound educational practice in a traditional classroom setting and has even greater advantage for students who are learning on their own, actively seeking to expand their knowledge beyond the confines of the book's covers.

Correspondence students frequently are not in contact with other students; they are learning, as Lucille Thrane described earlier, sometimes on a farm in southern Illinois, in a rural setting, quite often 50, 60, or 70 miles away from anybody else. Therefore, they don't have as much opportunity for tangential learning.

The outside assignment helps students to fine tune their understanding. It permits them to ask additional questions, to polish what they have learned. It permits them to interact with other professionals in the field.

Stages of Learning

In his classic work, The Aims of Education,[5] Alfred North Whitehead speaks of the three stages of education. They are romance, precision, and generalization. In the first stage the student is excited and involved in the discovery of the subject. The second stage, precision, is the stage which most correspondence courses are especially apt. In the stage of precision a great deal of detail is absorbed and, as Whitehead puts it, "A certain ruthless definiteness is essential."

Where a correspondence course tends to fall short is in the stage of romance. What Whitehead means when he talks about romance is the excitement that each new student brings to learning a new subject. Students have an opportunity to interact with other professionals in their field, they get a renewed sense of enthusiasm for what they are doing and why they are doing it. I suggest that this approach can be taken in every discipline, not just in one that is technically or vocationally oriented, but every single discipline can take the students outside of the text.

But then, a good course proceeds on to the final stage of learning, that of generalization. "Something definite is now known; aptitudes have been acquired . . . the pupil now wants to use his new (knowledge) . . . He is an effective individual." It is this stage of the learning process that the VES course addresses so well in its final assignment. The student has acquired knowledge, examined it in respect to the realistic setting, and it is now time to actualize it.

Instead of a regurgitative final exam, spouting back terms without truly understanding their meaning, the vocational education course developed for the Individualized Learning Program at Southern Illinois University at Carbondale requires that students develop their own individualized education program for the special needs student selected. For most individuals taking the course, this means students in their own classrooms, since the majority of those taking VES 464 are professionals working in the field. In any case, they must choose a real youngster and develop an appropriate instructional strategy for his/her needs.

Students synthesize what they have learned through direct application of everything gathered in the text and from outside agencies, an example of Whitehead's emphasis on the third stage, "generalizability" of information.

Application of Concept of "Active Involvement" to Other Courses

The course discussed has a vocational education designation, although it does not teach a single technical or vocational skill in the strict sense. Instead, it deals with one small segment of the educational population, sensitizing teachers to the additional instructional strategies that must be employed in order to involve the exceptional high school student adequately in the general class routine and learning.

The main point of this presentation has not been to emphasize delivering instruction to the exceptional student but rather to point out what design factors are appearing in correspondence courses that are buttressing them, making them more effective means of instruction. Two of these design factors are--

1. providing the students with assignments which take them outside of the textual materials, which require them to interact with individuals working in a field related to the discipline under study, and

2. requiring students to complete at least one assignment, which shows the ability to synthesize what has been learned and to apply it to an actual setting.

These concepts are not new pedagogical principles. Instructors in the sciences have long had laboratory sections associated with their courses. Science curriculum revisions at the high school level in the 1950s and 1960s emphasized the discovery method. This is not a different principle from what we are advocating when we suggest that all students have the opportunity occasionally to experience and view the "realistic setting" of an agency or classroom where theories are put into practice. Such assignments are given with a fair amount of frequency to students in a small seminar, or at the graduate level, or with independent studies in which students contract for an assignment with an instructor. They are less frequently applied to the correspondence model of instruction, and our experience suggests that they are less frequently devised for the humanities course or the social science course.

Those who are involved in instruction in the technical fields, as are many of the representatives of the National Home Study Council, are quite familiar with this principle in the modified form which it takes in their correspondence courses, the addition of a kit for model building. The principle is the same, whether the application is to material objects or to the world of work, that to truly understand, the student must go one step beyond verbalization and cognitive recall to the exploration of theory in practice.

Why does this seem so strange to humanities instructors on university campuses? I think the problem of a creative approach to curriculum design in correspondence courses has two facets. The first relates to the reward system the instructor has been working under for most of his or her professional life. Trained as a theorist, working with models, and rewarded as a professional in terms of research, for many of these individuals the practical application of ideas is suspect. This is only part of the problem, though.

The other aspect is a practical one related to work load for an instructor. The latest report of the NUCEA Independent Study Division indicates that more instructors are utilizing computer grading of their assignments. Many of these courses have large numbers of assignments and the amount of paperwork generated by this responsibility can become extensive. Most instructors at the university level take on a correspondence course as an extra duty in addition to their major on-campus teaching load.

However, the student should not be shortchanged. An introductory level course at the lower-division level may well demand exposure to and understanding of many terms and concepts, but at the upper-division level students should be able to demonstrate the ability to synthesize, the ability to discriminate, the ability to apply these ideas to the real setting.

Of course, all courses should not require outside assignments from students. But many that could at present probably do not. How many political science instructors require students to visit their local campaign headquarters or even to know the location of the State representatives' offices in their community? What a simple task it would be to include questions like this on a midterm. A visit to such an agency might bring the student into contact with an individual so interested in his or her profession that the "romance" of the subject is suddenly communicated. The same applies to a meteorology course, or a course in flight theory, or in the visual arts.

Because faculty tend to think of their entire curriculum as cumulative, it is not unusual for them to postpone the synthesizing aspects of the subject to upper-division courses when students who are majoring in the field have the opportunity to see the larger picture, but good course design should allow some of this experience to take place within the context of each course in the entire sequence, so that students continue to demonstrate their higher reasoning skills at each level in a program study. Whitehead's idea of "generalizability" of knowledge should not take effect at the end of 4 years but rather at the completion of each course.

Difficulties Program Directors Encounter with Faculty

Assisting a faculty member to think creatively is a challenge for most program directors in a university setting. One of the means that I have employed to break the mindblock of most humanities and social science instructors is to give them an example of how a certain design factor is employed in another guide. Most instructors respond to this challenge when they see that the idea can be implemented and that another faculty member has been successful at it. I have a word of caution in this regard. Be careful about giving an instructor a complete study guide from another instructor. Some will follow that guide too literally and imitate the poorer aspects of its design as well as the better. Take the time to xerox examples of different aspects of a well constructed course from many guides. Otherwise, you will get only some of the better qualities you are looking for.

Summary

Of all the responsibilities associated with directing a correspondence program in a university, the one that I find most challenging and enjoyable is that of encouraging the instructor to be creative in approaching the task of curriculum design. A well-constructed course that stimulates the student's interest in the subject as well as conveys information in a clear and well-organized fashion is well along in the responsibility of teaching the student to become his or her own teacher, to develop a lifelong interest in the subject, become "true students, real learners, creative scientists and scholars and practitioners, the kind of individuals who can live in a delicate but ever changing balance between what is presently known and the flowing, moving, changing problems and facts of the future."[6]

How the course comes across as a totality will largely determine its success in your program, and each design factor that adds to its coherence and overall quality furthers that goal. I have highlighted two design aspects today:

1. Assignments that require active student involvement outside the text

2. A synthesizing, cumulative final assignment

You may have encountered these previously, but after the dusting off I have given them, I hope you will give each a closer look in the future.

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NOTES

1. F. S. Keller and J. G. Sherman, The Keller Plan Handbook (Menlo Park, CA: W. A. Benjamin, 1974).

2. R. F. Mager, Preparing Instructional Objectives (San Francisco: Fearon, 1962).

3. D. Locatis and F. Smith, Guidelines for Developing Instructional Products Educational Technology, 12, No. 4 (1972): 54-57.

4. R. J. Kibler, L. L. Barker, and D. T. Miles, Behavioral Objectives in Instruction (Boston: Allyn and Bacon, 1970).

5. Alfred North Whitehead, The Aims of Education (New York: New American Library).

6. Carl R. Rogers, Freedom to Learn (Columbus, OH: Charles E. Merrill Publishing), p. 303.

Mary Jane Sullivan is Coordinator of the Individualized Learning and Evening/Weekend Programs for the Division of Continuing Education at Southern Illinois University, Carbondale. Both of these are credit programs for adults, leading toward an undergraduate degree. In addition, she has conducted a variety of specialized training activities and seminars funded from outside agencies. She has received two grants from the National Science Foundation for training projects in the sciences. An Ed.D. graduate of Ball State University, Muncie, Indiana, she has both a high school teaching and journalism background.

SUMMARY OF CONCURRENT SESSIONS

Good afternoon. I know the second day of any conference is a tough act of which to be a part. It really has been a pleasure for me to be here all day. I want to mention that I did sit in yesterday morning for the first two presentations. Part of what I am going to share with you this afternoon is a direct result of Del's presentation yesterday morning. It was certainly inspiring to me and I know in talking to some of you that his presentation was inspiring to you also. I normally start off most of my presentations with several Johnny Carson jokes, but I am going to reserve those and tell you a true story instead.

However, I am not going to tell you the true story first. I am going to tell it to you last. I only made that decision within the last half an hour when I was sitting in Wanda's group. I think I will probably perform in the first 5 minutes what Lucy asked me to do. I think she invited me to do this task because I know very little about correspondence education and all the other arenas that you represent. It's probably safe for me to do this because I could listen and learn and talk to you fairly objectively. I know Wanda said this is the first meeting she has been to where she has felt comfortable because she didn't have to justify correspondence education. Well, I too feel very comfortable because you can tell me later whether I got the right picture or the wrong image of what I am going to report back to you. I know you are all exceptional note takers and good listeners so I am not going to give back to you verbatim what you all heard from the group.

I would like to highlight some of what the speakers said to us, at least as it meant something to me--a neophyte in your world. As we opened this morning's discussion, the panelists (very well done, by the way) had opened with the topic of "How Do We Upgrade the Image of Correspondence Education?" Immediately there was some concern and discussion as to whether we have an image problem or not. With a show of hands, about a third were clearly brave enough to raise their hands and say, "Yes, we have an image problem or perceived image problem of some sort." The discussions regarding an image problem really centered around what Von was talking about in his environment of the higher education community. Also stated was the idea that continuing education probably causes most of the problems among themselves, their own faculty, and probably the existing reward system. You can correct me later, Von, if I am wrong, but I think that is what I was sensitive to in the discussion. I also heard someone say, and probably more than one person, "Hey, we are really our own worst enemy."

I really appreciated our Canadian friend who got up and very boldly said, "Hey, we are the poorest marketers of any group of

educators out there." I don't know if you all agreed with him but it sure did make sense to me. He also said, "You guys and gals have the best self-paced individualized system around. Maybe the reason you have the image problem is because you're scaring the other folks in the higher ed community because they can't do what you can do. Maybe we ought to sell ourselves a little more." I thought that was an interesting observation.

To those of you who said, "No, we don't have an image problem," probably Mike is the eternal optimist. You've heard those stories about the little kid in the room with a lot of toys and a lot of something else. I won't tell you that story, but it's a good one about the eternal optimist. As Mike says, "We really don't have a problem, and even if we did, we ought to do more newsletters and more publications." He cited a lot of examples of research showing that 90 percent of the graduates are satisfied, 90 percent of the employees are satisfied, and that was encouraging. One commenter stated that the higher ed people are the ones who really have the problems and that the people in the military, religious, and proprietary schools really don't have that image problem. Now, this is what I was hearing. You can agree or disagree.

Some suggestions then came up regarding what can be done. Well, I thought the discussions were important. One response was, "Well, let's focus on the product. Let's show off our students."

An interesting story came to me from our friend from Scranton last night. He went to a restaurant in Marion, Ohio. He traveled about 40 miles north of here to eat at a restaurant where the meal was being prepared by one of the ISC students--as a way of showing off that student. It's an interesting notion.

Other suggestions included developing media releases and newsletters, take an unbeliever to lunch (I thought this was rather clever), or not being afraid to lobby. Certainly Mr. Peoples lobbies. The need for a white paper was also suggested.

I thought there was an interesting discussion on the State education agency roles, particularly in California, where--can you believe?--one new school is opened each day while one school is closed. In Pennsylvania, instructors are actively screened and approved by the State department before they can do Job 1 with a correspondence program.

We went on with some notes from Lt. Col. McAlpin, who talked about the strong leadership needed in proprietary schools, as well as good management and the need to be an authority in their field. I think that's probably true across the board in education. And of course it's needed in the military. He was reassuring in the fact that he noted the military makes wise use

of our tax dollars in their correspondence programs. I think they do, too. At least he convinced me of that this morning. I heard Mary Jane Sullivan talk about the advantages of active student involvement in curriculum work and correspondence courses. She based some of her ideas on Whitehead's stages of learning and said, "You do a good job with the curriculum and program materials that relate to Whitehead's precision elements and even a pretty good job on romance and an exceptional job on generalization." At least this is the case at her school and in her programs.

One person made an interesting comment that in correspondence education, every packet that is received by students should be treated and accepted like a Christmas present. There were suggestions for design factors that could be used for strengthening correspondence courses, all the way from using resources from the library, packaging your packets more attractively, to getting real assignments in a clinical setting as in the California example in the medical area.

Wanda talked about the Alaska Centralized Correspondence School, which is unique because of its size and area covered. It sounds to me like Alaska is far ahead of any other State in working that in any particular way. There were some direct questions asked her, such as, "How could other States participate in using the Alaska materials?" Wanda, you've got a real unique situation there, and you probably ought to tell your story to more people.

I thought the speaker at noontime was invigorating. What I gleaned from Mr. People's presentation was his eight principles for a successful school. I thought those eight principles were extremely good, especially number five, which stated simply is, "Motivate, Motivate, Motivate." That's the name of the game. The other thing that came out of Mr. Peoples' talk and concluding note about him is that he is really people oriented. By that, I mean student oriented, and that's also the name of the game. A woman told us the same thing the other day, and Ted told me this morning that you have to love this business. I know all of you exemplify that feeling.

I'd like to end with about 3 minutes of a true story. It's a true accounting, and if you'll permit, I'll probably read 80 percent of it because I want to make sure that I make every point correctly.

This is a true accounting of a promising young man currently enrolled in correspondence education in a leading higher education institution in the East. The story: I first observed leadership quality in this young man when he was a boy as I watched him play in the neighborhood groups. He exhibited really good leadership skills. He played little league baseball. He

was a team leader, although his skills weren't that good. I happened to coach him one year. I watched him work hard to be the very best swimmer that he could, again with only average swimming skills. But he did go on to be a high school swim team captain on a championship team his senior year. His leadership was even more evident when I happened to see him lead local Boy Scout meetings for adult and fellow scouts at the age of 13. More talented leadership was evident when he gained his Eagle award at age 14. His school and academic talent were also exceptional. He had an A average and was in the Gifted Program in grades 11 and 12. After high school graduation, he enrolled in a large eastern university. He had an average grade point in his first year of B in nuclear engineering. That was the good news.

Now for the bad news. His second year, for reasons his parents can't explain, was a disaster. He flunked out of school. The next year, he floundered emotionally but worked hard at a fast-food job and finally decided he knew what he wanted. However, he couldn't go back to this prestigious university because of their standards, except for entry into the continuing education correspondence education program. He had fully investigated the program himself and signed up and joined the program. Now, in the correspondence education program, he's back on track.

The point I want to make with this story is that this highly talented young leader, for some reason, didn't make it in the traditional world--the traditional system of higher education. And because of the wisdom of you people and your colleagues to design and provide other avenues of education, you have given this young man, and thousands like him, a second chance. I feel certain that this young man will now obtain his goal and go on to make great contributions to society. Thanks to you, that's now possible.

Incidentally, I know this story to be true because that young man is my son. Now you know the rest of the story, and I really do thank you. I thank you from the bottom of my heart.

Dr. Jay Smink, Senior Research Specialist at the National Center for Research in Vocational Education, The Ohio State University, is the Director of the Dissemination and Utilization (D&U) Program. He also is the Project Director of the Resource and Referral Service (RRS), which is part of the nationwide Research and Development Exchange network sponsored by the National Institute of Education. Dr. Smink's experiences range from the local school level to the university level. He is a recognized National leader and authority in vocational education research, development, dissemination and utilization, and program and project management. He is currently President of the American Vocational Education Research Association.

PRESSING ISSUES IN CORRESPONDENCE EDUCATION

The "Flaming Issues" presention made by Dr. Del Holbrook inspired the session on "Pressing Issues." The participants worked in 10 small groups in order to discuss and resolve some of the major issues confronting correspondence educators today. A synopsis of each of the 10 groups' responses to Dr. Holbrook's issues is presented below. No attempt has been made to change, either through additions or deletions, the responses of the groups.

Who are the new providers of distance learning? What are they providing and how? How can all the various new producers be brought into the traditional home study network?

There are many new providers of distance learning. Computer networks, museums, publishers, professional societies, and many others provide various kinds of distance learning. Educational television programs such as those provided for credit by universities and colleges are finding their way into family television viewing and you can get anything on videocassette these days.

Museums are setting up programs; publishers have programs that involve not only the traditional textbook but videocassettes and tapes. In fact, you can study nearly any subject area at home.

Professional societies (such as the American Medical Record Association, American Bankers Association) and Fortune 500 companies are providing their members with courses. The group consensus on the best way to bring courses into the traditional home study network was to publicize various organizations that have done consumer research, such as National Home Study and NUCEA, through the television advertising media. The National Home Study Council has designed a course on new course planning. In many instances, providers of home study are large companies looking at the bottom line to see if paying for advertising to interest the home market is to their advantage. We can offer large companies visits to member schools and discussions of mutual problems. In general, if we want to open our ranks to some of the new providers of correspondence education, we must give them positive assistance and provisions that will make them want to join us in our network.

How can correspondence educators harness high technology--i.e., make it affordable and educationally effective while, at the same time, allowing for greater personalized student service?

There was some group disagreement with the question and it was decided that it should be restated as follows: "Since high technology may offer greater personalized service, how can we make it affordable and educationally effective?" Another question centered on the vast array of delivery systems and determining which tools to use and how to do so. The ideal would be to devise learning systems that would be appropriate for each learning style and that would be appropriate for the desired outcome. Part of the problem would be to determine the desired outcome and how to make high-tech courses effective to performance objectives. How does one shorten courses and still teach what is needed?

The hardware is beginning to be developed and, in some cases, has been developed, but it seems that it might be the "horse and buggy" for a few years into the future. The software is not easy to find or to create and is extremely expensive. Program sharing was suggested as an effective solution, but it is not without its own inherent problems. The Government is able to share programs magnanimously. They are developed with public funds; therefore, they are not copyrighted. They are developed with tax monies and are in the public domain, while private schools develop programs with their own funds. If it is not possible to achieve a cooperative effort in this area, there are other methods for sharing. It was determined that individuals from various organizations could meet at different locations to look at different systems and to explore methods they have found useful in their own programs, and that through general talking and sharing, more affordable and educationally effective programs could be developed.

How can we encourage quality-conscious organizations to enter the field of correspondence education?

For the sake of clarity, quality-conscious organizations were determined to be "quality higher education organizations and nationally recognized corporations." Based on this definition, how is it possible to make correspondence education attractive to the defined audience? The groups discussed the following six points:

1. Value of correspondence education--There is a need to convince the organizations or units to whom we are talking to research learning styles and appropriate teaching methods related to course objectives--both short- and long-term. Basically, we need to convince users that the correspndence method is equivalent to the method they are presently using.

2. Learning verification--We believe that there needs to be more current research as to the verification of correspondence education. We believe verification should be conducted by a neutral organization or a well-known university, similar, perhaps, to the organization presenting this forum.

3. Cost-effectiveness--We felt that this was a particularly important issue and that there is a need to identify correspondence education as a cost effective method. An example brought up by a group member proposed "convincing Proctor and Gamble that a correspondence method of instructing sales people who come to them from well-established eastern schools would be preferable to sending them to an evening school in an established program.

4. Accrediting--It is necessary to make accrediting commission activities more visible.

5. Convenience--We must convince the users that independent study is convenient for both the student and the corporation involved.

6. Quality--Whether or not the quality of programs through the industrialization of education needs to be studied was a controversial topic. Yet, as a motivational factor, if high technology will make a particular using organization more effective or will increase quality control, this feature should be studied.

How can new schools currently in the field develop a greater number of new and relevant courses?

The question of developing a number of new courses was established and gave each member the opportunity to share background and experience. The need to develop curricula was determined to be one of either increasing educational opportunities that we could offer our clients (a school perspective) or public versus specialized industry's need to expand available curricula and expansion of those courses taught by private enterprises for monetary value.

The discussion started with determining the need of a new curriculum or a new course and how that need could be identified. Because it is not feasible, schools and industries do not maintain on-staff research or curriculum

development groups. It would be necessary for outside agencies to develop, in terms of research, the curriculum itself. Agencies designed to do needs assessment and to produce appropriate curricula that establish quality programs are important. Much discussion centered around building a curriculum once the need has been identified. Development of new programs might be accomplished through the use of a free-lance writer, building a curriculum to use in that industry. The value of a central directory of qualified free-lance writers (curriculum builders) or a central directory of correspondence educators to be used to make contacts for the development of a particular identified curriculum seems obvious. Similar to the directory idea, the concept of a list of published "on-the-shelf" correspondence education training materials would seem a beneficial method to avoid duplication of effort and total redesigning of new programs when an existing program might be modified to address a particular identified need.

Correspondence education seems only to be limited by the limits of imagination. The group was unable to think of any topic area that, all or in part, could not be presented through correspondence. In addition, a correspondence completion certificate could be issued prior to entering a vocational area of study requiring hands-on training. It is necessary to realize that correspondence education must be viewed with an open mind and that barriers to correspondence education in the past have largely been self-imposed by our own organizations (schools, State, and Federal government). We need to approach correspondence education in terms of what it can offer us, the great numbers of new and relevant courses that can be introduced, and the potential that it has. One very relevant example of our self-imposed limitations is correspondence education in California, the only State allowing a student to sit for the State bar examination by correspondence. Another vital area for research is public need and the identification of specific areas of general public interest. Often governmental research of need and the public perception of need vary. Governmental studies of different agencies at many levels have been conducted, yet there is no central pool of research. The potential exists for the government, through the use of various agencies such as the National University Council on Education Association and the National Home Study Council, to maintain a listing of studies conducted, related geographic information, and the schools and agencies in need of programs that might well be met through correspondence education. We must also look toward a

greater sharing of information in terms of our own publicity. We need to look at how we can offer program sharing between the military, schools, and others and maintain course listings that are already in use.

How can we provide both funding and methodology to conduct research that is more formalized and universally applicable yet practical? How can the results of such research be disseminated in a timely and efficient way?

In order to provide funding and methodology to conduct research, we must become organized and realize the importance (we have to reshape our attitude) of research in the field. It was suggested that a steering committee be established to determine pressing issues by gathering information from the people involved. One method might be a mailed questionnaire soliciting information to best determine general pressing concerns. In addition, in terms of funding, it might be possible for us to strive to suggest working funding into the operating budgets of various organizations, including those gathered here today.

Correspondence educators should also lobby to build funding into legislation. We should target to receive funding to increase our research. Targeting specific problems, such as those faced by General Motors, might increase contributions from other private sector organizations that could profit from correspondence education. It might also be arranged that the research could be subsidized by another source, so that the programs developed might be available for use by others. Lobbying to make society and educators aware of and to increase interest in correspondence education programs is necessary.

One interesting suggestion was made regarding master degree and doctoral students writing theses on correspondence topics. This might stimulate the solutions to certain problems. Another possibility for dissemination of information would be to "piggyback" on a clearinghouse such as ERIC. Periodic meetings, similar to the one today, might address issues relevant to those who attend, and the results of such a meeting might be disseminated in newsletters and mailouts.

How can we gain greater acceptance of correspondence education--independent home study work--by resident institutions?

For the sake of discussion, resident institutions are those requiring some period of time when the student spends time on a campus. To promote greater acceptance of correspondence education, we have drawn five conclusions:

1. We need to disseminate information on the effectiveness of correspondence education through the association of secondary school principals, elementary school principals, NEA, and so on. We need to illustrate that there are other ways of educating people. It will also be necessary to address correspondence education as an addition to existing programs within a school and not, as has been traditionally accepted, as a way to cover a school's inadequacy.

2. Another way to promote greater acceptance is by university correspondence education programs being accredited.

3. We must educate administrators in higher education and suggest graduate research and dissertations in the area of correspondence education. One method of recognition of higher learning would be to grant tenure and appropriate salaries.

4. We must work to improve completion rates among people taking correspondence courses.

5. We must get out in the field and promote correspondence education through speaking engagements at conventions, writing journal and magazine articles, and invitations to top educators to participate with us.

How can we create a sense of espirit de corps and self-esteem among all correspondence educators? How can we change the image of correspondence education from that of merely a unique job to that of an attractive, lifelong profession?

It was agreed that there is a difference between self-esteem and espirit de corps. Without trying to appear as armchair analysts, we decided that perhaps correspondence educators have high esprit de corps and low self- esteem. Esprit de corps is generally high within the clearly identified groups--NUCEA and NHSC--and yet, self-image is a problem across the board. One possible reason is the

attitude furthered by teacher educators favoring face-to-face delivery systems. This favored delivery method is evident from preschool to graduate school, and students as well as teachers come to rely on the motivation, daily promoting, and knowledge transfer that a teacher provides. Students simply are not trained to become independent learners. And yet, very few people are aware of the overall delivery system of correspondence education and its various components.

The term correspondence education perhaps perpetuates the notion of the letter-mailbox image so to speak. We hope that we might be able to learn more about the new delivery systems that might also enhance the image of correspondence education. A consortium of some type of cooperative effort between the fragmented groups representing correspondence education would be helpful.

As a profession, correspondence education has not been clearly identified. Most people seem to fall into the industry by accident. Therefore, we think appropriate professional development opportunities are necessary to keep the field from becoming a dead-end field. People simply don't think of becoming correspondence educators when they go to college.

Appropriate marketing techniques will affect the image of correspondence education and careful attention must be paid to what marketing efforts say about correspondence education. A research pool for the purpose of sharing and promulgating the results of the research is needed, as is a need to be progressive in our use of technology--use it, but do not let it use us.

How can we create courses that are affordable but still have optimally systematic yet warm student services, functional assignments, challenging assessment tools, realistic completion rates, and higher completion rates?

Initially, the group determined that systematic procedures and warm student services were not at opposite ends of the spectrum. Systematic procedures can actually increase student contact because it would be possible to set up a system of regular contact with students. Short correspondence courses have traditionally, and unnecessarily, had less student contact as short courses concentrate on number of enrollments and tend to be mechanical.

One recommendation was to feature contact names of personnel in course materials so the students would know whom to contact. Through use of a variety of modes such as telephones and form letters, instructors would be able to stay in contact with students. Midcourse and end-of-course surveys are also good methods for maintaining contact.

A university representative in the group pointed out the academic constraints imposed by having a course developer other than the individual teaching the course. In correspondence education each department and/or instructor has the privilege of writing his or her own course and use of the telephone for contact with students.

For functional assignments, actual experience would seem the best method. Within correspondence education this may not be possible--resident programs may be necesary to give the student actual experience, though day-to-day work is important.

Challenging assessment tools are very important and a process must be developed by which we can determine student learning. In correspondence study it is important for the student to complete a level satisfactorily before moving on. Using pretests before and during a course is also important. The assessment instruments must relate to the tasks and they must be practical. It was mentioned that perhaps the testing instrument could best be developed by advisors and consultants in business.

It was also mentioned that in the field of education, new information tends to be added without deleting outdated information. This is another area requiring attention.

In a discussion of completion rates, fee methods, nonstart rates, and graduation rates, it was noted that, based on variations of content and structure within different courses, different people will be drawn to take different courses--this may affect completion rates. Current refund policies do make it financially important for students to complete their courses.

<u>How can we bring about a quick matchup between the training and educational needs of corporate America and timely correspondence education programs tailored to meet individual corporate needs?</u>

Matching our ideas and services with corporate America needs has already been occurring in many cases. While we do not think there is a quick way to have a matchup instituted between us and corporate America, we do feel that we can begin dialogue with them.

Certainly, the number one problem identified was the process of matching our services with corporate America's needs. We must establish lines of communication with the industries needing education services. Currently, only a few have been identified.

Secondly, we need to identify needs and to have corporate America help identify needs of their employees and the consumer. We must continue to develop and explore the use of high technology in delivery systems for a corporate America that is presently in high-technology transition.

We, as professionals, must learn to understand the corporate needs, the corporate jargon, the economics of corporate politics, and education. The motivation behind the industry that is seeking educational programs is of primary importance. Basically, we need to learn how to open up the door of the purchasing agents.

As the discussion progressed, we determined we could fill some of the needs by first building credibility in our institutions, associations, and services through a well-designed public relations campaign including publishing information about our type of delivery services and talking about our success in the corporate world media (the Wall Street Journal) and the other professional association journals. The National Home Study Council has done quite a bit of this in the last couple of years.

We need to teach corporate America about our type of education, our philosophies, our efficiency, and our delivery systems. We need to create some understanding with corporate America that will show corporate planners that education transcends their employees and staff members and goes to the consumer, thereby making educational programs viable, cost-efficient, and attractive. We determined that our respective associations and organizations are in good positions to be leading primary public relation tools for the member schools and institutions.

Seminars should and could be created easily by our associations. It would be a lesson for us in corporate life and corporate motivation and it would teach us how to talk the language of corporate America. We assume that corporate America should be able to understand us. Assumptions are, of course, just that. We should be encouraged to create a division of industrial studies within our schools and institutions and, in conclusion, we decided that we should create a desire for strategic planning processes to implement such a matchup between our industry and that the planning process should involve leaders of our industry.

Perhaps it would be possible to encourage an establishment of a division of the National Center for Research in Vocational Education to coordinate research and efforts of the representative organizations of correspondence education. Perhaps we could have a National Center for Research in Vocational Education Division of Correspondence Studies.

How can employers and the general public be protected from "degree-mill operators" and sub-par schools?

Many of the things we have to say have been presented in one form or another in the previous presentations. The general consensus of the group was that we did not want to stifle entrepreneurship or the growth of the industry. Rather, we wanted to rely upon the existing process of licensing approval or accreditation. We did not feel that there should be a new, formal, mandated licensing process from any new source at the present time. We felt that the voluntary system that occurs along with State licensing is the appropriate path to take.

At the same time we felt that we in the industry who are in the field must do a better job of informing employers or the general public about the voluntary accreditation process. We were able to call upon outside resources to describe COPA (Council on Postsecondary Accredition) to some of the members of the organization--the uniqueness of COPA and its goal and protection of people who are involved in any form of higher education. To continually stress the need for utilization of accreditation recognition in advertising our schools was another point that was made by members of the organization.

At the wrap-up session a suggestion came forth that a national advertising campaign sponsored by the National Home Study Council or some other organization be instituted that describes the licensing and approval of the accreditation process. It is everybody's responsibility to protect their own good reputation through policing themselves and policing those who are in the industry. A suggestion that came from our outside resources was a statement that there should be a revival of the 1972 Federal Trade Commission's Guides for Private and Vocational Schools as a solution to one of the problems that we might face. These useful guides were developed in cooperation with the schools and suggests common sense, ethical practices for schools.

All in all, there was support in general for the voluntary accreditation process and a reliance upon, and an enhancement of, that voluntary process. Advertising of that process to the general consumer population would be the best way that we could employ to protect people from "degree-mill operators" or sub-par schools.

Lucille Campbell-Thrane is the Associate Director of the Personnel Development and Field Services Division at the National Center. She has been a vocational teacher, administrator, and program officer for the Office of Education, DHEW Region III. Her areas of expertise are in human development, curriculum, and adult learning. Lucy developed one of the first Skill Centers in the country. The theory behind the skill centers concept was to cut down on administrative costs by housing vocational-technical students from 11th through 14th year, adult basic education, manpower programs, State retraining programs, GED testing, and the Employment Security Services such as guidelines, evaluation, job development, placement, and follow-up under one roof. Lucy's main interest is developing people to their greatest potential.

WHERE HAS THIS FORUM GONE?

Synthesis of Proceedings

I'm excited about the total field and world of continuing education and extension education. When many of you were first approached about becoming involved in correspondence education in a leadership capacity, you probably didn't know what you were getting into or what would be expected of you. You probably entered your new role with a variety of expectations and emotions, ranging from excitement to fear.

Very recently my wife had emergency surgery and, as I was waiting in the hospital waiting room, I was reminded of a joke. The situation takes place in the maternity ward waiting room. There were three expectant fathers pacing. A nurse comes in and says, "Mr. Enriquez, I've got some good news for you. Your wife has just given birth to healthy twin boys." "Wow," he said, "that's great--that's quite a coincidence, because I play for the Minnesota Twins." The remaining two fathers continued to pace. The nurse came in again and said, "Mr. Smith, you'd better sit down--I've got tremendous news for you. Your wife has just given birth to three healthy baby girls, triplets!" He said, "Wow, that's astounding--I work for the 3M Company." Just then the third man started to dash out the door. The nurse said, "Sir, wait--you're next" He said, "Lady, that's what I'm afraid of--I work for 7-Up." Likewise, you were either excited or fearful about your responsibilities and your expectations.

When you came to this forum, you brought with you a set of expectations. I know that the leadership team that put this program together had some very definite expectations. From what I have heard, I believe that many, many of these expectations have been met.

Our program got off to an excellent start Tuesday evening as Ken Young gave us a brief, insightful history of correspondence education. He called upon colleges and universities to reevaluate their roles in continuing education and for all of us to be open to collaboration and consortia arrangements to share our creativity and, perhaps, resources.

A highlight for many was Del Holbrook's presentation on "Flaming Issues." He shared with us some shadows/clouds that tend to hover over correspondence education. Among these clouds are the stepping-stone syndrome, the true educator giving way to the MBA-type marketeer, and the shallowness of relationships or a lack of in-depth dialogue where we freely share our sincere concerns. Del provided us with some questions to be answered

(these were probably part of his expectations from this forum). He suggested that we address the topic of the theology and politics of correspondence education sometime in the future. His most important recommendation, however, was that several key leaders from the 5 distinct groups represented here gather annually for a 2-3 day planning session to identify and iron out problems, to share plans and dreams, and to coordinate research projects--all which will give better direction for the future and help us all to be more effective in our efforts!

Doc Holladay provided us with information on the educational programs provided by our Armed Forces. He assured us that quality correspondence study is an indispensable part of educational services available to those in the Armed Forces.

It was a welcome break for us on Wednesday forenoon to divide up into 10 small groups to discuss assigned "Pressing Issues." Lucy Thrane is to be commended for guiding or forcing us to deal directly with concerns which most of us face. Rather than list all 10 issues with their various subpoints, I wish to merely focus on a few of the recommendations:

- Regarding research, a steering or ad hoc committee should brainstorm and prioritize issues where research is still needed.

- We should encourage theses and dissertations to be written by graduate students in the designated or suggested areas, as well as independent research by continuing education practitioners.

- The results of the practical research could be disseminated through newsletters, and perhaps NUCEA or NHSC can list or publish abstracts of research that has been done.

Due to the increased interest in and demand for continuing education in the world today, a new trend has emerged. Because of the rapid growth of continuing education for adults, many men and women with little experience and training in this profession have been drawn to enter the field. As someone stated, "People tend to fall into the industry."

It is certainly true that the demand will call for many more people to enter the continuing/extension/correspondence education arena. However, it is necessary for administrators and faculty alike to receive proper training in order to produce or enhance professional competence and to efficiently and effectively meet the educational needs and interests of adult learners. All of

this translates into a need for professional development of practitioners and administrators. There must be a demonstrated competence and understanding as to how adults best learn and what motivates them to learn.

In a recent survey conducted by the Learning Resources Network (LERN), it was revealed that the average adult educator has a degree in something other than education. Nearly half have never taken a credit course in adult education. It would no doubt be good for us, as correspondence educators, to take at least 1 correspondence course ourselves every 2 years. We must stay on the cutting edge of our profession.

After lunch on Wednesday, we heard a very inspiring challenge by George Flattery. He began with a biblical injunction--we should understand the times and how to do what needs to be done! The speaker focused his remarks on four megatrends mentioned in John Naisbitt's book by that title. In a prophetic tone, he indicated that we in North America face probable stiff competition in correspondence courses from outside our continent. Educators in other countries will certainly try to muscle in on the already competitive correspondence industry. It is amazing to see how God is rendering prosperity to Dr. Flattery and his team at the International Correspondence Institute in Belgium.

For those of you interested in expanding your horizons and serving other parts of the world, I would recommend to you a hefty volume entitled Learning at a Distance--A World Perspective (edited by Dr. John Daniel and his team and published by the International Council for Correspondence Education, 1982). Six of the 118 papers/chapter titles are--

- "Recent Research in Distance Learning,"
- "Individualizing Support Services,"
- "Correspondence vs. On-campus Courses: Some Evaluative Comparisons,"
- "Characteristics and Attitudes of Correspondence Students,"
- "Increasing Completion Rates," and
- "Teaching Models for Designing Courses Creatively."

Louis Frenzel provided us with several helpful suggestions as to how to best utilize high tech in self-instruction and how to maximize efficiency by helping our students learn more in less

time. Above all else, adult learners want immediate, useful information that is practical and can be put to use now.

Leonard Valore demonstrated the new TEL TEST system. The telephone is turned into a computer keyboard and students can take and receive immediate feedback on objective-type correspondence exams. A 20-item exam can be corrected in 3 minutes at a cost of approximately $3 to $4 per exam.

Paul Wieland's session dealt with ideas on how we can consistently personalize student services. The very terminology we use (i.e., computer-assisted learning versus computer-assisted instruction) can convey to our students whether we offer teacher/content-centered or person-centered services. We were encouraged to convey a "we care attitude" in everything we do. The way in which we train and supervise our office staff and graders can make a big difference. One participant suggested that a "welcome package" be sent to all first-time enrollees.

Hester Turner, newly elected chairperson of NHSC's accrediting commission, emphasized that accountability is a must. Speaking to the consumer protection issue, she stated that accreditation is the student's best friend.

Speaking of accreditation, or more exactly of admissions standards, the story is told of a New York writer, who wanted to will his body to science. He selected Harvard as the recipient--"because my parents always wanted me to go there, and this is the only way I could get in!"

A definite highlight of the forum was the lively and provocative panel discussion concerning the image which correspondence education has today. "Turfsmanship" was identified as one of the key problems prevalent in many of our research-oriented universities and other schools. Suspicion against comparable quality and a caste-system mentality exist among many university faculty members and administrators. It was also suggested at one point that it was a self-image problem in some settings, and we were warned not to give our "adversaries" the idea that we in correspondence education were running scared and that we have an industry-wide image problem.

At this point, I would like to paraphrase Del Holbrook from his earlier address (prior to the panel): we must rid ourselves ourselves of the image that we are second-class citizens; stop being defensive. We don't need to argue; we don't need to impress the educational establishment. Correspondence/home/independent study is here to stay! It's mighty good; we have nothing to hide. We must deliberately shrug off self-doubts.

There is a "Dialog" poster that portrays a dejected football player sitting on the bench. He looks like he has just scored a touchdown for the opposing team. Two words appear in large print at the top of the poster. Those two words are "I quit."

When was the last time that you felt like quitting? With all of the pressures, frustrations, and misunderstandings, you must have wanted to give up or throw in the towel. We are gathered here this week to commend and encourage one another. Someone has wisely said, "There is no limit as to what great things can be accomplished, if you don't care who gets the credit."

There are thousands of success stories in correspondence education, and we should not let one or two rotten apples (i.e. negative press), whether discovered last month or 2 decades ago, spoil the whole shipment!

The panel agreed that our primary focus should be upon our product--the students themselves, the satisfied customers. We must place more emphasis upon student outcomes and let our students speak for us.

There are perhaps three possible general attitudes that students can have about their correspondence study:

- Castor/cod liver oil (medicine)--It's good for them, but they don't like it. They may be totally undisciplined, perhaps forced into correspondence study by an employer or guidance or academic counselor

- Dry cereal (shredded wheat)--Oh, ugh, it's OK . . . can take or leave it. No intrinsic or extrinsic motivation.

- Strawberry shortcake, delicious cold fruit plate, or a thick juicy steak--They can't wait!!! They're very satisfied!!

For adult educators and those involved in the delivery system of correspondence education, there is another set of possible attitudes. Ask yourself, "What is my attitude towards my students?" I see a parallel here to the attitudes found in the parable of the Good Samaritan in the Bible. A man was beaten, robbed, and left to die along the roadside.

Thieves saw a victim to exploit. The Priest and Levite saw a nuisance to avoid. The innkeeper saw a customer to serve (cares for those who pay). The lawyer saw a problem to discuss (an abstract concept to think about).

We ought to have an attitude of genuine caring and service. Ask not, "How can these students help my statistical annual report or increase my cash flow?" but "What can we do for them; how can we best serve them?"

Perhaps attitudes and images would change if we were--

- o personal, not institutional;
- o real, not artificial;
- o practical, not theoretical;
- o creative, not manufactured;
- o courageous, not timid;
- o involved, not isolated; and
- o patient, not pushy.

During the panel discussion, another real problem surfaced--the transferability of extension or correspondence academic credit. The question was raised whether the policy to indicate credits on transcripts as taken by correspondence was discriminatory. Does the American Association of Collegiate Registrars and Admissions Officers (AACRAO) have the right to play God and dictate policies to regional accrediting agencies? This would probably be a good topic of discussion for the NUCEA leadership to pursue.

James McAlpin compared the five-step home study model to military correspondence. In his judgment, the comparison was favorable, and he noted the military's emphasis on educational management systems and the infusion of fresh, dedicated leadership every 2-3 years as definite strengths. He shared three characteristics of successful correspondence schools:

1. Strong marketing plan
2. Highly satisfied students
3. Computerized student services

Wanda Cooksey led a very interesting session on the alternative K-12 educational plan in the State of Alaska--completely comparable to resident learning in terms of outcomes. Her slide-tape presentation on distance learning and the Centralized Correspondence School was informative and refreshing.

Mary Sullivan's session was designed to stress the importance of structuring courses in such a way that students are actively involved. Creative outside assignments help to fine-tune one's understanding. She would agree with Malcolm Knowles that there should be an increasing emphasis on experimental techniques which tap the experience of the learners and involve them in analyzing their experience.

David Peoples shared a few reasons why some correspondence courses fail (remain on the shelf):

- Overextension financially
- Poor accounting practices
- Failure to focus on student's needs
- Greed
- Lack of management, talent, and knowledge

He stressed that we should seek to resell students after each lesson and to show them how they will be able to see what they are learning.

Marvin Grunzke challenged us to be both inspirational and inspired. We should see each day as a brand new challenge. Fear of failure is one of the primary barriers to maximizing our potential for being truly creative.

The panel on student testimonials was informative and the suggestions and comparisons were helpful. It was stimulating to hear the products of military, private home study, and industry-sponsored correspondence schools sing the praises and extol the services of the schools from which they graduated. If these students are examples of the finished products of correspondence education, there is every reason for us as independent correspondence educators to be proud.

I would like to share a few miscellaneous thoughts in closing. Constant evaluation should be our trademark, as it will help us to measure achievement and identify areas that need improvement. Without solid evaluation, there is a good chance that a correspondence school will neither rejoice in achievements nor be disturbed by poor performance.

There is a need to redefine the parameters of correspondence education (not just reading a book and filling in the blanks).

We are easily caught up in the success syndrome prevalent in North America: bigger is automatically better. I'm reminded of the story of a little boy wanting to sell his dog. His father had always told him to think big. So he printed a sign "Dog for Sale, $50,000." His father said, "Don't you think that is a little high priced?" His son replied, "No." The next day when father returned home he was surprised to see the sign gone. Excitedly he approached his son to ask, "Did you get $50,000 for your dog?" To which the boy replied, "Yes, Dad, I sold him to a lady. We swapped two $15,000 canaries and one $20,000 cat for my $50,000 dog."

Although large numbers are sometimes impressive, they may not reflect quality outcomes. Instead, I would challenge you to set your sights high in terms of excellence and changed lives. What is needed today is for you to be excited about your God-given responsibility and strive for excellence and the best possible results!

May your daily desire be to "get the right course resources in the hands of the right people at the right time!"

I am personally not interested in using up time or simply spending it in a continuing education or a correspondence school job or ministry; I want to invest my time. What we are doing now should not fall apart when put to the final test.

There remains a tremendous potential yet to be unleashed in correspondence education. I believe that we can, with unity as an industry, have a greater impact on our world as we launch out in faith and with great vision utilize the unlimited resources and strengthening power God has made available to us!

The assemblage has expressed a call for a second annual forum of this nature to address targeted issues.

On behalf of all of you, I'd like to say a great big "thank you" to all of the staff who put together a very stimulating, worthwhile, and historic program.

Dr. Larry D. McCullough is Director of the Biblical Education by Extension Division of Columbia Bible College and the Columbia Graduate School of Bible and Missions in Columbia, South Carolina. He is president-elect of the Christian Correspondence Schools Association. Much of his professional career has been spent in developing training materials, teaching seminars to youth and adults, and administering graduate and undergraduate independent study programs.

APPENDIX A

Program: Correspondence Education Moves to the Year 2000

CORRESPONDENCE EDUCATION MOVES TO THE YEAR 2000:
NATIONAL INVITATIONAL FORUM ON CORRESPONDENCE EDUCATION
Columbus, Ohio
June 12-15, 1984

Program

Tuesday, June 12:
Holiday Inn on the Lane

2:00-6:00 p.m.
Lobby — REGISTRATION

4:00-5:00 p.m.
Depart from Lobby — WALKING TOUR OF OSU CAMPUS

6:00 p.m.
Clark Room — RECEPTION

7:00 p.m.
Sherman Room — DINNER

Presider:

Dr. Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

PRESENTATION: Correspondence Education: From the Back of the Bus to the Driver's Seat

Dr. Kenneth E. Young
Executive Director
National University Continuing Education
Association

Wednesday, June 13:
Holiday Inn on the Lane

7:45 a.m.
Custer Room — COFFEE AND DOUGHNUTS

8:00 a.m.
Custer Room — WELCOMING REMARKS

Dr. Robert E. Taylor
Executive Director
The National Center for Research in
Vocational Education

Dr. J. Lance Kramer
Assistant Provost for Continuing Education
The Ohio State University

8:30 a.m.
Custer Room

PRESENTATION: Flaming Issues of the Day

Dr. D. W. Holbrook
President
Home Study International

9:15 a.m.
Custer Room

PRESENTATION: The "Real" Challenge

Lt. Col. J. M. D. Holladay
Director
Marine Corps Institute

9:45 a.m.
Custer Room

BREAK

10:00 a.m.
Custer Room

SMALL GROUP SESSIONS ON PRESSING ISSUES

Facilitator:

Dr. Lucille Campbell-Thrane
Associate Director, Personnel Development & Field Services
The National Center for Research in Vocational Education

11:00 a.m.
Custer Room

FEEDBACK ON SMALL GROUP SESSIONS

12:00 noon
Sheridan Room

LUNCHEON

Presider:

Paul D. Wieland
Director
Moody Correspondence School

PRESENTATION: Matching the Megatrends

Dr. George M. Flattery
President
International Correspondence Institute

1:30 p.m.
Custer Room

PRESENTATION: How to Learn More in Less Time: High Tech in Self-Instruction

Louis E. Frenzel
Vice-President of Planning and Development
Longman Crown, Inc.

2:00 p.m. CONCURRENT SESSIONS

Facilitator:

Dr. Richard W. Moffitt
Director of Independent Study
Ohio University

Custer Room

o TELTEST: Immediate Feedback on Correspondence Examinations

Leonard Valore
Vice-President, Education
Independent Study Division
National Education Corporation

Columbus Room

o Humanizing Student Services

Paul D. Wieland
Director
Moody Correspondence School

Sheridan Room

o Designing Self-Instructional and Independent Study Materials

Dr. Frank D. DiSilvestro
Associate Director of Extended Studies
Indiana University

2:45 p.m.
Custer Room — BREAK

3:00 p.m.
As Above — REPEAT OF CONCURRENT SESSIONS

3:45 p.m.
Custer Room — SUMMARY OF THE DAY'S EVENTS

Dr. Richard W. Moffitt

4:15 p.m.
Custer Room — DAILY FEEDBACK

4:30 p.m. — ADJOURNMENT

5:30 p.m.
Depart from Lobby — TRANSPORTATION TO JAI LAI RESTAURANT

Wednesday, June 13:
Jai Lai

6:00 p.m.
Sazarac Room — RECEPTION

7:00 p.m.
Sazarac Room

DINNER

Presider:

William A. Fowler
Executive Director
National Home Study Council

PRESENTATION: Institutional Commitment to Excellence: The Student's Best Friend

Dr. Hester L. Turner
Chair, Accrediting Commission
National Home Study Council

10:00 p.m.
Depart from Lobby

TRANSPORTATION TO THE HOLIDAY INN ON THE LANE

Thursday, June 14:
The National Center for Research in Vocational Education

7:45 a.m.
Depart Hotel Lobby

TRANSPORTATION TO THE NATIONAL CENTER

8:00 a.m.
Room 1-A

COFFEE AND DOUGHNUTS

8:30 a.m.
Room 1-A

A "MARTIN AGRONSKI" PANEL DISCUSSION: A Lively Exchange of Views on the Image of Correspondence Education

Moderator:

Carol M. Katzki
Associate Director
National University Continuing Education Association

Panelists:

Mary Beth Almeda
Director of Independent Study
University of California Extension

Dr. John Peterson
Director for Private Postsecondary Education
California State Department of Education

Dr. Von V. Pittman, Jr.
Director, Center for Credit Programs
University of Iowa

Dr. Edward J. Schober
Director of Education
Columbus Paraprofessional Institute

10:00 a.m.
Room 1-A

BREAK

10:15 a.m.
Room 1-A

PRESENTATION: The Home Study Model Compared to Military Correspondence

Lt. Col. James J. McAlpin
Vice-Commandant
U.S. Air Force Extension Course Institute

10:45 a.m.

CONCURRENT SESSIONS

Facilitator:

Dr. Harold J. Markowitz, Jr.
Director, Department of Independent Study by Correspondence
Division of Continuing Education
University of Florida

Room 1-C

o The Role of the Public School in Correspondence Education

Wanda J. Cooksey
Superintendent of Centralized
Correspondence Study School
Alaska Department of Education

Room 1-A

o Incorporating Active Student Involvement in the Design of a Vocational Education Correspondence Course

Dr. Mary Jane Sullivan
Coordinator, Individualized Learning Program
Division of Continuing Education
Southern Illinois University at Carbondale

11:45 a.m.
Room 1-A

LUNCHEON

Presider:

Dr. Nancy G. Williams
Director of Independent Study, University of Alabama
Chairman, Division of Independent Study, National
University Continuing Education Association

PRESENTATION: Some of the World's Great Home Study Courses Are Still on the Shelf

David L. Peoples
President, Southeastern Academy
President, National Home Study Council

1:30 p.m.
As Above

REPEAT OF CONCURRENT SESSIONS

2:30 p.m.
Room 1-A

SUMMARY OF THE DAY'S EVENTS

Dr. Jay Smink
Senior Research Specialist
The National Center for Research in Vocational Education

2:45 p.m.
Room 1-A

DAILY FEEDBACK

3:00 p.m.
Depart from Lobby

ADJOURNMENT AND TRANSPORTATION TO THE HOLIDAY INN ON THE LANE

5:45 p.m.
Depart from Lobby

TRANSPORTATION TO THE HYATT REGENCY

Thursday, June 14:
Hyatt Regency

6:00 p.m.
Franklin Room
Sections C & D

RECEPTION

7:00 p.m.
Franklin Room
Sections C & D

DINNER

Presider:

Dr. Kenneth E. Young
Executive Director
National University Continuing Education Association

PRESENTATION: Without Inspiration There Is No Glory

Dr. Marvin Grunzke
Chairman, Behavioral Sciences Department
Huntington College

10:00 p.m.
Depart from Lobby

TRANSPORTATION TO THE HOLIDAY INN ON THE LANE

Friday, June 15:
Holiday Inn on the Lane

8:30 a.m.
Clark Room

COFFEE AND DOUGHNUTS

9:00 a.m.
Clark Room

PRESENTATION: A Future's Agenda

Dr. Mark Newton
Associate Director, Organizational Development
The National Center for Research in Vocational Education

9:45 a.m.
Clark Room

BREAK

10:00 a.m.
Clark Room

PANEL DISCUSSION: What Correspondence Education Has Meant to Me

Moderator:

Dr. Michael Mark
Director, Adult Learning Services
Ohio University

Correspondence Education Student Panelists:

Robert Maidewell
Senior Administrator, Marketing Systems
Diconix

Dr. Steve Gyuro
Associate Director, Program Management, The National Center for Research in Vocational Education
Chief Warrant Officer, U.S. Army Reserve

George A. Stevenson
Warehouse and Counter Manager & Outside Sales Representative
Columbus Temperature Control

11:00 a.m.
Clark Room

SUMMARY AND SYNTHESIS

Dr. Larry McCullough
Director of Biblical Education
Columbia Bible College

11:30 a.m.
Clark Room

FINAL EVALUATION

11:45 a.m.

ADJOURNMENT

APPENDIX B

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NATIONAL INVITATIONAL FORUM ON CORRESPONDENCE EDUCATION

Columbus, Ohio
June 12-15, 1984

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